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**VOCABULARY LEARNING STRATEGIES AMONG
SECONDARY STUDENTS AT SAUDI SCHOOL MALAYSIA**



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Abstrak

Pembelajaran kosa kata dianggap sebagai proses utama dalam pemerolehan Bahasa Inggeris sebagai bahasa asing (EFL). Dalam proses tersebut, pelajar telah membangunkan beberapa strategi pembelajaran kosa kata (VLSs). Kebanyakan pelajar EFL, yang menyedari kepentingan kosa kata dalam pembelajaran bahasa juga memahami bahawa pengetahuan pemilihan kata bahasa Inggeris dapat meningkatkan kemahiran linguistik mereka secara keseluruhan, membantu mereka berkomunikasi dengan orang lain dan menyatakan idea. Kajian ini dijalankan untuk menyiasat VLSs yang digunakan oleh sekumpulan pelajar Arab Saudi dalam konteks EFL. Rasional kajian ini adalah bagi menjelaskan kekurangan penyelidikan dalam konteks EFL di Sekolah-sekolah Arab Saudi Luar Negara (SSA), dan kekurangan kajian terdahulu mengenai strategi pembelajaran kosa kata dalam konteks ini. Secara khususnya, kajian ini berhasrat untuk mengenal pasti cara pelajar-pelajar di Sekolah Saudi Malaysia (SSM) menggunakan VLSs dalam proses pembelajaran sebenar. Objektif kedua kajian ini meneliti perbezaan yang signifikan dalam VLSs yang digunakan oleh peserta kajian berdasarkan jantina, umur, gred, tempoh mempelajari bahasa Inggeris dan kecekapan bahasa. Objektif ketiga kajian ini adalah ingin meneroka faktor-faktor utama yang memberi kesan terhadap penggunaan VLSs dalam kalangan peserta kajian. Objektif terakhir kajian ini menyiasat penggunaan strategi-strategi dalam 5-peringkat pembelajaran kosa kata (Brown & Payne, 1994, model 5-peringkat). Konteks kajian ini telah dijalankan di SSM dengan jumlah penyertaan seramai 120 orang peserta. Kaedah pendekatan campuran telah digunakan untuk mencapai objektif-objektif tersebut. Analisis data kuantitatif menunjukkan kelima-lima strategi yang dikenal pasti (penemuan, penggunaan kosa kata, pemerolehan, metakognitif dan simpanan); skor min untuk empat strategi berada pada tahap penggunaan sederhana oleh peserta kajian kecuali 'simpanan' yang berada di bawah tahap sederhana. Tambahan pula, jantina, umur, jumlah tahun mempelajari bahasa Inggeris dan gred adalah tidak signifikan dari segi strategi yang digunakan oleh peserta. Namun, terdapat perbezaan signifikan dalam strategi-strategi yang digunakan oleh peserta kajian dengan perbezaan penguasaan bahasa apabila pelajar yang dikenal pasti sebagai pelajar yang sangat baik didapati lebih banyak menggunakan strategi-strategi seperti 'penggunaan kosa kata' dan 'penemuan' berbanding strategi-strategi yang lain. Analisis data kualitatif menunjukkan persekitaran pembelajaran bahasa, sikap, kepercayaan dan motivasi dianggap sebagai faktor utama yang memberi kesan kepada penggunaan VLSs dalam kalangan peserta kajian. Tema utama juga dinyatakan peserta mengenai strategi-strategi yang digunakan dalam kelima-lima peringkat pembelajaran kosa kata, iaitu strategi meneka, penggunaan ekabahasa dan kamus bergambar, penggunaan strategi ingatan dan akhir sekali penggunaan perkataan baharu beserta ganding kata yang berkaitan. Kebanyakan peserta yang terlibat dengan kajian ini memahami kepentingan pembelajaran kosa kata walaupun strategi-strategi yang digunakan adalah pada tahap sederhana. Secara khususnya, fokus dan penekanan yang berat perlu diberikan terhadap peranan strategi-strategi (VLSs) berbanding penghafalan peraturan dan struktur tatabahasa supaya pelajar (EFL) dapat mencapai matlamat pembelajaran kosa kata dengan berkesan dan berjaya.

Kata kunci: Bahasa Inggeris sebagai bahasa asing (EFL), Strategi-strategi pembelajaran kosa kata (VLSs), Sekolah Saudi Malaysia (SSM), Perbezaan dalam VLSs, Faktor VLSs, 5-peringkat pembelajaran kosa kata

Abstract

Vocabulary learning is considered as a major process in acquisition of English as a foreign language (EFL). During the process, a learner manages to develop a few vocabulary learning strategies (VLSs). A majority of EFL learners, who have realized the importance of vocabulary in their language learning, also understand that knowledge of the English diction can enhance their overall linguistic skills, facilitating their communication with people and expressing their ideas. This study is dedicated to the research of VLSs employed by a group of Saudi Arabian learners in an EFL context. The rationale for the study is to clarify a pronounced lack of research on the EFL context in Saudi Schools Abroad (SSA), and a dearth of prior research into VLSs in this context. In particular, this research intends to identify how students at Saudi School Malaysia (SSM) employ VLSs in their actual learning process. The second objective deals with examining the significant differences in VLSs adopted by the participants based on their, gender, age, grade, years of studying English and language proficiency. Thirdly, this study is also interested in exploring the major factors which affect the use of VLSs among participants. The final objective of this study concerns with investigating the use of strategies in all 5-stages of vocabulary learning (Brown & Payne's, 1994, 5-stages model). The context of this research has taken place at SSM where the total number of participants is 120. A mixed method used in order to fulfil the above objectives. Analysis of quantitative data revealed that all five strategies identified (i.e. discovery, vocabulary use, retrieval, metacognitive and storage); the mean scores for the four strategies were all at medium usage by the participants except 'storage' which fell below the average range. In addition, gender, age, years of studying English and grade were not significant in terms of strategies adopted by the participants. However, there were significant differences of strategies adopted by the participants of different language proficiency ability since students who identified as very good were found to be employing the strategies of 'vocabulary use' and 'discovery' more than other strategies. Analysis of the qualitative data revealed that language learning environment, attitudes, beliefs, and motivation were considered as major factors affecting the use of VLSs among participants. Major themes also have been stated by the participants regarding the strategies they used in all 5-stages of vocabulary learning, such as guessing strategies, using monolingual and picture dictionaries, using memory strategies and lastly using the new word with all its possible collocations. Many participants involved in this study understand the importance of vocabulary learning albeit much of the strategies they employed were at a moderate level. Particularly, the focus and great emphasis should be on the role of strategies (VLSs) rather than on memorizing grammar rules and structures, thus learners (EFL) can achieve the goal of vocabulary learning efficiently and successfully.

KEYWORDS: English foreign language (EFL), Vocabulary learning strategies (VLSs), Saudi School Malaysia (SSM), Differences in VLSs, Factors of VLSs, 5-Stages of vocabulary learning

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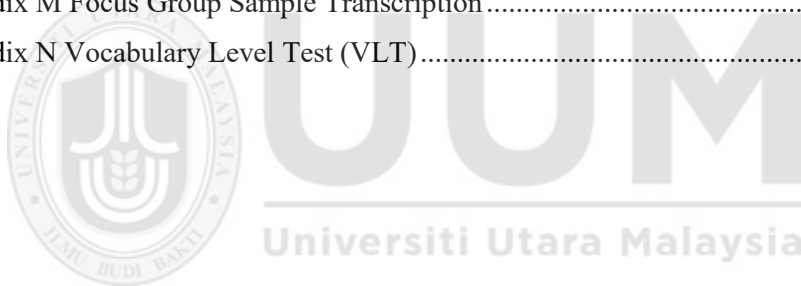
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CHAPTER ONE

INTRODUCTION

1.1 Overview

English has emerged as a global language and language of science and technology. It is a language which is the medium of communication among many international communities and it is being taught as a second and official language in many countries. Due to its rich literature and global acceptability, it has emerged as a living and growing global language. Understanding its importance, people from across the world try to learn this language. Kuo (2006) claimed that English is one of the most spoken languages the world has ever witnessed; a language developed from a small island and emerged as one of the global languages in terms of written, verbal and oral communication. The reason why English has become the greatest global language is not only due to its variety and literature but also its usage. In other words, it is international and worldwide in its significance and importance such as, in the international field, diplomacy, economy and agreements, global air travel, higher studies, research, peace negotiation, and affairs of international cooperation around the world. It is a shared language of individuals throughout the world today.

Though the development of science, technology, and economics has contributed a lot to the development of both a global culture and internationalization, we cannot undermine or deny the contribution of English language; it is played a significant role in the progression of the globalization of culture and trade (Spolsky, 1998). It is important for the usage and development of the Internet and The World Wide Web.

Lexical knowledge is also crucial for adopting English as a second/foreign language (Pakir, 2000).

English plays an essential function in the development and advancement of human society and culture. It is one of the main means of communication and interaction between individuals, groups, and countries. Apart from that, there has been a significant development in the political, social, financial and economic sphere of Saudi Arabia since 1925, so English has been introduced in schools as a FL by the Ministry of Saudi Education (MSE) for meeting new challenges (Al- Ahaydib, 1986). Soon after, English not only became an important language but also a requirement which made English as one of the core subjects in all levels of Saudi Education.

Apart from that, the learning process of any language is usually divided into four equally important skills; listening, speaking, reading and writing. Normally learners start to comprehend listening and speaking skills, and later with reading and writing skills. The learning methods and strategies of each skill are different from others. However, there are certain common linguistic features such as grammar and vocabulary which are considered as a precondition for attaining a good command of English. Grammar helps in conveying a proper and correct sentence while vocabulary which is a collection of words or more broadly treasure of words gives a sentence its meanings.

Though both grammar and vocabulary are most important tools for learners to have a good command of English learning. However, vocabulary is more important as

without grammar, one may get your message but without vocabulary, it is impossible to understand the meaning of a sentence. Without a sufficient vocabulary, people cannot understand others or express their own ideas as the famous linguist Wilkins (1972, pp. 111-112) claims that “...without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

Hunt and Belglar (2005) stated that the efficient and comprehensive use of vocabulary commonly known as lexicon is at the heart of any language. In other words, vocabulary is essential and required where it appears in every skill of using a language. According to McCarthy (2001, cited in Fan, 2003, p.222), “lexicon is the most important part of learning a second language”. He argued that set of glossaries provide keys for language learners as vocabulary is considered the biggest issue in learning any language. Similarly, Lewis (2000) presented a similar conclusion and argued that acquiring a sufficient level of vocabulary is pre-condition of learning any new language. Simply, vocabulary label objects, actions, and thoughts and so on; learners can convey the intended meaning by using words and vice versa, so obtaining adequate vocabulary is essential for FL learners to be skilled in English learning.

Vocabulary and acquiring a language are connected to each other; knowing vocabulary helps learners to use the language and using the language enhances vocabulary knowledge (Nation, 1993). As vocabulary plays a crucial role in English learning process, vocabulary learning strategies (VLSs) have an important aspect in both English learning and teaching process, especially in case where English is being taught as a second/foreign language (ESL/EFL). Schmitt (1997) in his seminal work

proposed that language learners, particularly English language learners, use more than one strategic approach to learn in comparison to listening and speaking skills. However, the use of basic learning strategies is considered the most common. This in turns makes the strategies of vocabulary learning as one of the significant parts of enhancing vocabulary in a FL.

Oxford (2003, p.117) defines VLSs as "specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations". One of the major goals of learning strategies is helping learners to be independent in the learning process. According to Oxford (1990), independent learners are learners who have the ability to take full responsibility for their learning and gradually gain confidence through participation and proficiency. The same could be said about VLSs; instructors are tasked with the responsibility of coming up with strategies that enable students to learn, understand and use the new words. Studies have indicated that many students employ several techniques in vocabulary acquisition than integrated activities that include speaking and listening. However, they have an inclination of utilising basic strategies of vocabulary learning (Schmitt, 1997). In view of this, VLSs have emerged as an indispensable component of any FL program.

Building on what has been stated that vocabulary is central to a language use, there is no doubt that a learner needs to learn such linguistic skills, grammar rules, and structures. However, for those students at Saudi School Malaysia (SSM) who live and study outside their country and need to use English in their everyday life situations, vocabulary is of great importance to them (SSM) because of the

environment which they live in. In other words, learners should learn a language in an environment where its daily communication for survival is based on that language.

As explained earlier, English has emerged as a global language and the language of science and technology, so people from all backgrounds are showing their interest in learning that language. However, learning and teaching English is a difficult task for FL learners and instructors while teaching to a diverse group of students encountered with unique problems. As English teaching covers a variety of sub-subjects such as grammar, vocabulary, pronunciation etc., every field demands different procedures and teaching techniques. However, vocabulary learning is a critical issue in language learning process among Saudi students. Al-Sugayyer (2006) stated that Saudi students merely know a few grammatical rules and can remember just a small number of words by the time they finish high school. He found that many students find it difficult to start a short conversation in English, comprehend a short English text, or write a short essay. Thus, VLSs appeared to be a successful tool in the mitigation of this issue.

Considering its importance (vocabulary learning) and to overcome these challenges, teachers or instructors try to guide students about particular strategies (VLSs) and also make sure that students will be able to implement these strategies and will be able to learn and use the vocabulary in their daily life or for academic assignments. Consequently, it is of a great help for students at SSM to learn some strategies in order to know how to find out the actual connotative and denotative meaning of some words, how to store them in one's memory and how to bring them in practice

during verbal or written communication. Several scholars such as, Williams and Burden (1997); O'Malley and Chamot (1990); Oxford (1990) and Rubin (1987) have asserted that learning strategies are crucial tools for developing communicative competence.

Generally, Schmitt (2000) and Chamot (2004) reported that many learners tend to use limited vocabulary development strategies than other linguistic aspects. Besides, learning some strategies (VLSs) would assist students (SSM) to acquire, store, recall and using the meanings of new words in a FL; to learn vocabulary more effectively and become self-directed learners. Accordingly, the current study is carried out on the sample of secondary students at SSM. It tries to investigate the strategies (VLSs) employed by those groups of learners in order to draw guidelines for the particular strategies used in a FL context.

1.2 A Brief History of Saudi Arabia and Its Education

Saudi Arabia, the land of the Two Holy Mosques, is a monarchy with a political system rooted in Islamic 'Shari'a' law. Geographically, it is located on the Arabian Peninsula, and also is the biggest country in the Arabian Gulf. Whilst large in area, the nation is sparsely populated since it is covered by the world's largest sand desert, the Rub al-Khali. Historically, Saudi Arabia was a small country without any resources where people were staying in mud houses without any sort of technologies, and life was easy and simple as it was in the past centuries. Later on, after the 1950s when the oil was discovered, the life is completely changed in different ways. In

other words, a huge improvement includes all country aspects such that transportation, safety, health, welfare and most importantly education.

Regarding the society, people in Saudi Arabia are ethnic Arabs and their cultural setting is highly influenced by Islam and traditional Arab tribal values which promote traditionalism, conservatism, and family orientation. In general, a typical Saudi national can be said a proud individual, who is proud of his/her values. Besides, the nature of Saudi family is similar to the neighboring Gulf and the Arab States. For examples, the social relations are directly linked to family considerations. Although there are some variations in the family structure as it exists among the nomadic Arabs and cities, the basic pattern is the same, and the differences are largely of degree.

About the history of education in Saudi Arabia, the first learning institution was established by the government in 1925. This modest institution, encountering numerous challenges, was the only advanced facility that provided education for a period of ten years. Several public schools emerged in 1936, however, these new schools were fully recognized as elementary schools in 1939. At that period, about 2319 learners enrolled for learning in schools in the entire Emirate of Saudi Arabia. The education demand rose as the country's General Directorate of Education (GDE) grew. The number of elementary learning institutions was 182 in 1949, with an overall enrolment of 21,409 pupils. Although, there was an increase in the number of schools as well as student enrolment between 1930 and early 1950, the illiteracy levels in Saudi Arabia remained high (Alromi, 2000).

1.3 Saudi Arabia and the Foreign Languages

Notably, the first foreign language to be integrated into the Saudi syllabus was the Turkish language. This was taught in schools managed by the Ottoman. Because of the Turkish management and the Turkish language as the medium of instruction, the Arabs shown reluctance and considered it as invader's language and snubbed them (Al-Ghamdi and Al-Saadat, 2002). Hence, after the falling of the Ottoman Empire in 1994, the Turkish language became obsolete.

On the other hand, the absence of confidence coupled with the negative perception of foreign language instruction such as Turkish language changed because of rapid advancement and progress made by the kingdom of Saudi Arabia in order to keep in touch with the 20th Century needs. In other words, there was a gradual need of developing schools to prepare Saudis for further studies to western countries. Therefore, to achieve this identified need, a 'Scholarship Preparation School' was launched in 1936 in Makkah. The school was specifically meant for Western-bound Saudis, thus students who were remaining at home were not eligible for enrolment (Al-Ghamdi and Al-Saadat, 2002). Furthermore, the school was seen as the main starting point for modern high school education within Saudi Arabia as well as teaching English as a FL was initially launched at this stage.

With regard to the universal forging languages, English alongside French were incorporated into Saudi secondary education structure as FLs (Al-Abdulkader, 1978). In 1958, the teaching of English and French started within the newly launched intermediate level education system (grades 7 to 9). However, the Ministry of Saudi Education (MSE) did not include French, during the launch in 1969, thus was only

retained in the secondary level curriculum, grades 10-12, (Al-Abdulkader, 1978). Since that time, English has acquired a higher stature. English is considered a critical subject in both public and private learning institutions in the country.

Nowadays, English is clearly promoted in the educational system as the MSE has stated the major goal of teaching English in Saudi secondary schools is to equip the public with required skills of English language which will make them able to communicate effectively in formal and informal settings. In addition, considering the importance of English as a global language and a language of international trade, so as to equip new business and political leaders with necessary skills of English language, the emphasis is being placed on the learning of English language (Al Zayid, 2012; urRahman & Alhaisoni, 2013).

1.4 Educational Structure and Context of Teaching English in Saudi Arabia

Kachru (2005) described the spread of English in three circles namely the expanding circle, the outer circle, and the inner circle. He argued that the spread of English language can be described within these three circles. The kind of spread, the acquisition patterns and the functional domains in which English is used across cultures and languages are reflected by these circles. Therefore, Saudi Arabia is classified under the third circle, or the 'expanding circle', as English is used as EFL and a medium of communication, trade, business, diplomacy, travel, and in higher education. The 'expanding circle' or the third circle is formed of the international communication and education system, where a very significant role is played by English.

Apart from that, the current study deals with one sample of Saudi schools abroad (Saudi School Malaysia), so it is better to have an overview of the educational structure in order to help in giving a background of teaching English in Saudi Arabia. The educational structure consists of six stages as follows: the preliminary stage (kindergarten), the elementary (primary) stage, the intermediate stage, the secondary stage, the university stage, and the postgraduate study stage. At all stages of kindergarten, education is gender-segregated.

1.4.1 The Structure of Education System

The structure of education system in Saudi Arabia could be similar to many countries across the world. It consists of six stages (as mentioned above) and in terms of teaching English, each stage has its own appropriate level and the English textbooks are designed gradually.

1.4.2 Context of Teaching English

Due to the significance of English globally and the need for learning and teaching it in Saudi Arabia, MSE pays more attention to consider it as one of the core subjects in schools. Thus, English is chosen and started to be taught in public schools starting from the fourth-grade of primary stage. Typically, the curriculum of teaching English was arranged by the faculty of English department in the 'Directorate of curriculum' under MSE in which this department is responsible to identify and define the objectives of teaching English as a foreign language (TEFL).

Furthermore, the Saudi educational policy has issued such aspects of TEFL (the critical ideas of English teaching and learning). According to Al-Hajailan (2003), the learning of any other languages other than your mother tongue is helpful in preaching of Islamic ideologies and culture. He further argued that it also helps communities especially the Islamic communities across the world to interact with each other and facilitate the sharing of cultural and technological advancement being taken place around the globe. In other words, teachers should show the importance of English to their students as an international language of communication, so students can make use of such scientific studies and new technologies and benefit from various cultures.

1.5 Saudi Schools Abroad (SSsA)

The idea of establishing Saudi Schools Abroad (SSsA) comes back to some Saudi ambassadors in different countries; they had been suggested to the Saudi government the notion of establishing SSsA. The schools are similar to the schools in Saudi Arabia in terms of education system, textbooks, and curriculum where MSE is responsible to supply all SSsA with prescribed curriculum, textbooks, and trained teachers. According to MSE (2002), 5000 students in 18 academies and schools along with more than 600 teaching staff were working under the umbrella of the of SSsA. Besides, there are several examples of SSsA across the world; the establishment of the first educational institution was in Washington 1984, the United States of America. Later, the opening of SSsA grew in a number of countries such as in United States, Europe, Austria, Asia and the Middle East in which these schools are beyond this system of SSsA.

1.5.1 Saudi School Malaysia (SSM)

Saudi School Malaysia (SSM) is located in Kuala Lumpur. It was established and formalized in May 1991 by MSE where it is responsible to supply the school with prescribed curriculum, textbooks, and trained teachers. The study is free and no tuition fees for Saudi students. Besides, opening this type of schools (SSsA) plays great and positive aspects such as motivating Saudis who work or study outside to bring their families, so their children can join this type of schools and can find the same curriculum as they were in Saudi. In addition, establishing SSsA assist MSE to achieve its objectives and aims of both teaching and learning process as well as to facilitate the procedures for all Saudi secondary students when they have finished their studying outside and like to join a university or a college inside Saudi Arabia. In other words, Saudi students who study at one of these SSsA across the world could easily join the schools inside Saudi Arabia directly.

At SSM, teaching English starts from the first grade (age-7) of the elementary stage and then continues in both intermediate and secondary stages. In elementary and intermediate levels, students learn to read and write alphabets, numbers and learning new words and grammar rules but for secondary level, students master language skills (read and write for comprehension). Lastly, English curriculum and syllabus are designed gradually; English textbooks are various from one grade to another. For each grade, there are two textbooks; the first one (pupil's book) is divided into units and each unit is divided into language skills and grammar rules and the second one (writing book) is designed for applying the exercises based on the pupil's book.

1.6 Problem Statement

Al-Jarf (2007) asserts that a lot of Saudi secondary students are encouraged to learn English and have a great tendency to study EFL at the university. At Saudi School Malaysia (SSM), English is a compulsory subject for all students starting from the first grade (age-7) of the elementary stage until the last grade (age-18) of the secondary one. Besides, those students (SSM) mostly have to use and practice English for their everyday life situations because of the society and environment they live in whereby English is the only way to communicate and deal with others.

Communication is a critical element in human interaction. Learning how to meaningfully and effectively communicate cannot be gainsaid (Alyousef, 2006). According to Schmitt (2008), communicating effectively poses a challenge to most of the people. This challenge is more pronounced with speakers of English as a foreign language (EFL) (Schmitt, 2008). On the other hand, Alhaisoni (2012) posited that learning EFL is very important in enabling people to communicate across borders. Within the Arab countries context, it is becoming increasingly important to communicate effectively using EFL (Al-Hazmi & Scholfield, 2007).

Apart from that, Al-Sugayyer (2006) states that Saudi students merely know a few grammatical rules and can remember just a small number of words by the time they finish high school. He found that many students find it difficult to start a short conversation in English, comprehend a short English text, or write a short essay. Al-Guayyed (1997), in his analysis of prior investigation on Saudi students who went to the USA for their undergraduate degree with secondary school education from Saudi Arabia, indicated that out of the 474,000 candidates from 143 different countries who

applied for the TOEFL exam, the average of students from Saudi Arabia was fifth from the last in TOEFL competitive scale. This poor performance highlights the fact that even the students who are winning a scholarship for the USA are not skilful in the English language. The worst part of the findings is that the poor performance was evident in all four types of tests.

According to Laufer and Sim (1985), Read (2000), Decarrico (2001), Nation (2001) and others, learning vocabulary is very crucial to language competency as well as effective acquisition of the four language skills. This is a view supported by Ahmadi et al (2012) in their argument that learning vocabulary is the greatest challenge faced by the foreign language (FL) learners in learning EFL. According to Afghari & Khayatan (2017), “learning new vocabularies, which is one of the most important sub-skills of the language, seems to be a complicated process involving a variety of sub-processes and tasks demanding more elaboration to be internalized” (p. 122).

It has been noted, however, that learning vocabulary has not received the attention it deserves, and therefore, more emphasis should be directed towards this, taking cognizance of the fact that learning vocabulary is a complex area (Xhaferi & Xhaferi, 2008). Hedge (2000) suggests that vocabulary has not been given much attention. She observes that vocabulary neglect arises out of the fact that students do not put much emphasis on vocabulary. In other words, teachers may think that students could learn and acquire vocabulary by themselves, thus it is unnecessary to pay attention or to devote great efforts to teach the vocabulary. Taylor (1990, p.1), a leading vocabulary researcher, also states that “in foreign language teaching, vocabulary has for a long time been a neglected area”. For Ali and Ahmed (2015),

Sudanese (Arabs) in general face a great challenge in acquiring vocabulary due to little focus on lexicon and overemphasis on syntactic structures in teaching.

Moreover, earlier studies found that learners of EFL have poor mastery of vocabulary limiting their language competence and that low vocabulary mean scores are rampant in Saudi EFL contexts due to poor vocabulary learning strategies (Sarani and Kafipour, 2008; Alqarni, 2018). Oxford (1990) defines VLSs as “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p.8). The language learners strategies refer to ways in which learning is made easier and efficient (Alhaisoni, 2012). Consequently, effective learning strategies are crucial in effective learning of EFL as well as in communicating using EFL (Malcom, 2009).

Language learners can become independent by learning several VLSs since suitable strategies may not be selected by the language learners as they learn words in several ways (Cameron, 2001). In this connection, adopting effective VLSs is critical in meaningful learning of EFL recognizing that vocabulary learning is a continuous process (Doczi, 2011). It can thus be argued that effective use of VLSs is important in achieving the objective of effective learning of vocabulary as well as general linguistic competence (Saengpakdeejit, 2014). Furthermore, the effective use of learning strategies by students can help them become effective learners of foreign language (Radwan, 2011). Teaching students how to use strategies enables them to take more responsibility for their learning process (Khan, 2011). Learning strategies involve a lot of practice and behaviour which can accelerate the mastery of a second or a foreign language (Connor, 1996). The importance of these learning strategies

lies in the fact that they enable the learner to continue learning even when outside the classroom (Storch & Aldosari, 2010). According to Storch and Aldosari (2010), the suitable use of learning strategies can also make learning of language fun and enjoyable.

Building on what has been discussed, vocabulary is unavoidable in the field of EFL learning and teaching process, thus it is great worth exploring VLSs among those groups of learners at SSM. Oxford (2003) suggested that for more consistent and generalized results the prior researchers on English learning strategies should be validated and replicated in different institutional and social settings. Nisbet, Tindall and Arroyo (2005) and Puyo (2017) also pointed out that though much has been discussed to explore the different cultural and ethnic factors on learning of a foreign language particularly on the English language as well. However, still, a lot of research has to be conducted on different neglected dimensions and new samples with diverse cultural and ethnic groups.

Additionally, Wharton (2000) argued that it is unproductive to generalize the strategy use of EFL learners of one ethnic group, and to apply this to the EFL learning contexts of other ethnic groups in the belief that research into the strategy use of EFL learners would represent an overall strategy use in language learning. Wharton (2000) explained this limitation as leading to “the dangers of an ethnocentric bias regarding the definition of good language learning strategies” (p. 204).

Particularly, research on how students from different cultural backgrounds use VLSs is increasingly gaining significance in the wider field of learning strategies. Thus,

more specific studies of strategy use of EFL learners are needed, so that teachers can fully comprehend the full range of strategy use by EFL learners. Generally, the present investigation is considered as one of the unique contexts among those particular groups of students due to the environment which they live in. Accordingly, this study among those EFL learners who study at SSM is demanded as a salient step in learning a FL as well as to fill the gap between the studies which have been conducted in both ESL/EFL contexts within the same environment that learners study and live in.

1.7 Research Objectives

Vocabulary plays a vital part in learning English as a FL since it appears in every skill of using a language. Besides, VLSs should be an essential part of vocabulary learning and teaching as Nation (2001) asserts that for students of foreign languages, a large number of new words could be obtained by the support of learning strategies. Thus, the purpose of this study is to examine students' VLSs in order to see their actual use of such strategies and the common ones employed by them. This study also aims to investigate the significant differences of VLSs practiced by students based on their gender, age, grade (level of study), language experience and English proficiency. Besides, it intends to seek the particular factors which affect the use of VLSs among them. Apart from that, there are five stages (steps) in vocabulary learning, so understanding the use of VLSs in all 5-stages is crucial in drawing guidelines for the effective strategies in learning new vocabulary (EFL). Therefore, the objectives of this study are as follows:

1. To identify Saudi School Malaysia (SSM) secondary students' use of vocabulary learning strategies (VLSs).
2. To examine any significant differences of VLSs adopted by the secondary students at SSM according to their gender, age, grade and language experience and proficiency.
3. To seek the major factors which affect the use of VLSs among the secondary students at SSM.
4. To investigate the use of VLSs in all five stages of vocabulary learning among the secondary students at SSM.
5. To develop a conceptual framework that affects VLSs employed by the secondary students at SSM.

1.8 Research Questions

Particularly, the study aims to address the main following research questions as follows:

1. What are the types of vocabulary learning strategies (VLSs) used by the secondary students at Saudi School Malaysia (SSM)?
2. Are there any significant differences in VLSs adopted by the secondary students at SSM based on their gender, age, grade, years of studying English and language proficiency?
3. What are the major factors that affect the use of VLSs among the secondary students at SSM?
4. How do the secondary students at SSM employ their strategies in all five stages of vocabulary learning?

5. How can a conceptual framework (that affecting VLSs employed by the secondary students at SSM) be developed?

1.9 Conceptual Framework and Hypotheses Development

Green and Oxford (1995) state that the correlation between language learning strategies' (LLSs) use and learners' variables have been the focus of growing body of research studies. In other words, previous studies (e.g. Wharton, 2000 and Oxford and Burry-Stock, 1995) have recommended that there are numerous factors which play a considerable impact on the use of LLSs (the types, range and frequency of strategy use) among learners. As examples, such factors are concerning with, gender, cultural background, motivation, second language (L2) and age, learning style, language learning attitudes and beliefs. Below is a brief overview of these significant factors which may clarify the various uses of particular strategies employed by secondary students at SSM in the present study. See Figure 1.1.

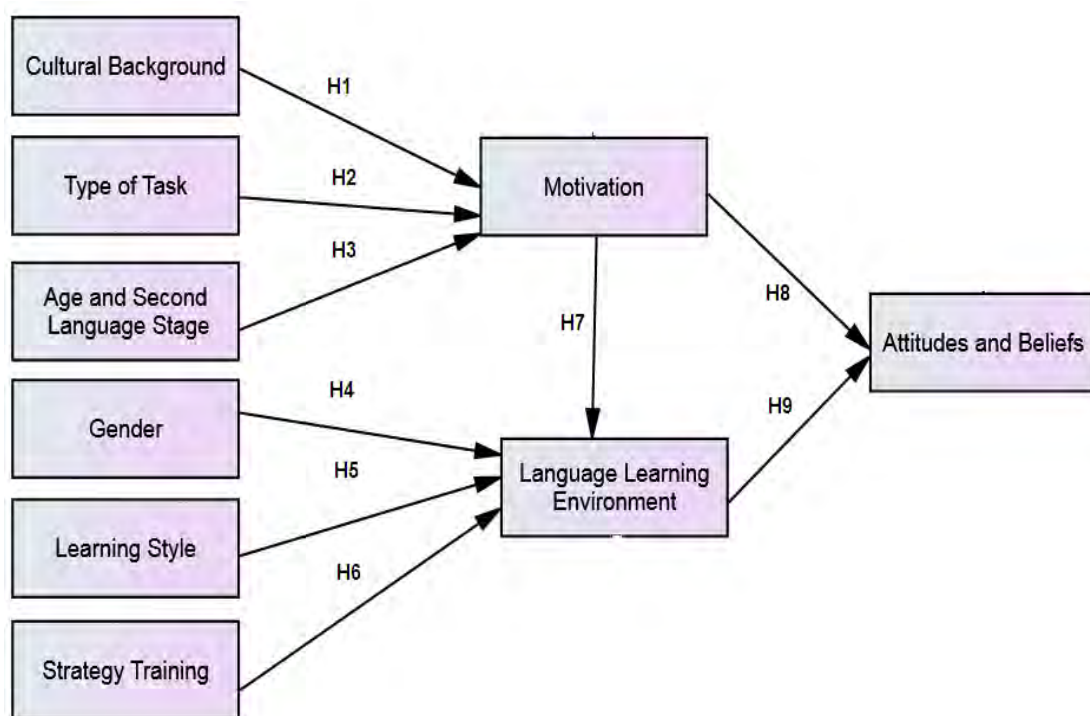


Figure 1.1: The Research Framework with Hypotheses

Considering the above framework, the researcher proposes the following hypotheses:

Hypothesis 1: There is a significant relationship between cultural background and motivation. Hypothesis 2: There is a significant relationship between type of task and motivation. Hypothesis 3: There is a significant relationship between age, second language stage and motivation. Hypothesis 4: There is a significant relationship between gender and language learning environment. Hypothesis 5: There is a significant relationship between learning style and language learning environment. Hypothesis 6: There is a significant relationship between strategy training and language learning environment. Hypothesis 7: There is a significant relationship between motivation and language learning environment. Hypothesis 8: There is a significant relationship between motivation and attitudes and beliefs. Hypothesis 9:

There is a significant relationship between language learning environment and attitudes and beliefs.

1.10 Significance of the Study

The current study on this group of learners (SSM) is considered as one of the unique contexts among those previous studies on learning strategies, so this work is selected upon recognizing its significance to instructors, students and the school (as one sample of Saudi schools abroad), as well as future research in relation to VLSs. Initially, this work is salient for teachers because it enables them to identify strategies that learners use frequently in vocabulary learning, thus it is easier for learners to develop their vocabulary. Besides, the study outcomes would provide an insight into some relevant strategies that instructors may use to enhance vocabulary learning among students. Afterwards (with regard to the outcomes), this study offers a support for EFL teachers in using such appropriate strategies that would be critical in motivating students to enhance their vocabulary ability.

Additionally, instructors could acquire some significant understanding of the strategies that learners have used in vocabulary learning. This would drive and motivate instructors to adopt such constructive efforts, especially within the classroom to implement the strategies from the current study in future. Hamzah, Kalifpour and Abdullah (2009) observe that having an insight about the learners' perception towards vocabulary acquisition coupled with their use of learning strategies would provide instructors and investigators with knowledge on the kind of

materials as well as activities to be developed to improve their vocabulary acquisition for enhancement of learners' lexical competence.

Definitely, students at SSM will make use of this study. Through the instruments of the research methodology (e.g. vocabulary learning strategies questionnaire, interviews, classroom observations and focus group discussions) given to them, students could be able to show and know their own abilities in connection to VLSs. As a result, this may show how far they have developed in acquiring their vocabulary, so they would know the significance of strategies towards their success and proficiency in language learning. Kalifpour and Abdullah (2009) shown consistency with the finding of Nation (2001) that learning strategies enable students to be more focused on their learning by allowing them to have more control on their learning process.

Moreover, the school would benefit from this study as to get beneficial data about students' types of strategies they have been used to expand their vocabulary size. Besides, the school could share with their instructors by offering the necessary resources or at least add such selective courses for those students who would like to build up and increase their vocabulary knowledge through different language skills, so they could overcome their vocabulary limits. Apart from that, researchers would gain some related issues through this work by exploring further into this area of research, such as taking some critical strategies employed by students to be researched upon. Especially, it would be more significant for the future development of EFL teachers and students who live and study outside their environment. Also, the researcher hopes that language instructors would benefit from the results and

findings to develop their strategies of vocabulary teaching. It also hopes, this study would assist students to be potential in vocabulary learning and support them to become cognizant of the strategies they have been employed. In other words, this study is significant in drawing guidelines for the most effective strategies in learning new vocabulary (EFL).

Particularly, this study would offer a helpful insight among SSM students to enhance their language proficiency especially in the field of vocabulary learning; through the analysis of data collected; it would show both areas of weakness and strength among students. This work contributes to students in practicing and improving the area of VLSs as well as training the appropriate and effective strategies in vocabulary learning. Besides, this study would assist teachers in creating a good atmosphere in the classroom; it helps to produce students who are able to communicate English more confidently, proficiently and effectively.

Generally, the researcher hopes this work would be brought to the attention of language designers and researchers in the field of EFL, particularly in vocabulary learning, to help out in better teaching of VLSs. The researcher hopes this study would add to the bodies of knowledge on using such effective strategies in EFL context and fill the gap between the studies which have been done on both native and non-native speakers of English. This would be significant in relation to the Ministry of Saudi Education (MSE) as there are limited works in this area and specifically there is a lack of studies on this context of schools outside Saudi Arabia. In other words, to clarify a pronounced lack of research on the EFL context in Saudi Schools

Abroad as it is considered as one of the unique contexts among those particular groups of learners and a dearth of prior research into VLSs in this context.

1.11 Definition of Relevant Terms

This section intends to explain the basic and critical terms used in this study; these terms are presented in an alphabetical list and defined as follows:

1. *EFL (English as a Foreign Language)*: In Richards et al. (1992, pp.123-124), EFL refers to “the role of English in countries where it is taught as a subject in schools but not used as medium of instruction in education nor as a language of communication (e.g. government, business, industry) within the country”. By this definition, English is taught in Saudi Arabia as a foreign language.
2. *ESL (English as a Second Language)*: It refers to “the role of English for immigrant and other minority groups in English-speaking countries that use English at school and work” (Richards et al., 1992, p.124).
3. *SSM (Saudi School Malaysia)*: It is located in Kuala Lumpur and established and formalized in May (1991) by MSE where it is responsible to supply the school and all SSsA with prescribed curriculum, textbooks, and trained teachers. The study is free and no tuition fees for Saudi students.
4. *VLSs (Vocabulary Learning Strategies)*: While a variety of definitions of VLSs have been suggested, this study will use the definition first suggested by Oxford (1990) who saw them as “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p.8).

1.12 Scope of the Study

Building on what has been discussed previously, VLSs are considered crucial parts of vocabulary learning and teaching. Oxford (1990, p.1) states that learning strategies are “tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence”. Thus, the present study intends to investigate VLSs among EFL learners; it deals with students at SSM and more specifically on the last grade (age-18) of the secondary stage.

The current study also focuses on aspects related to the students’ knowledge and use of such particular VLSs in order to see their actual use of some strategies and try to understand the factors which affect their use of vocabulary learning. For students of foreign languages; a large number of new words could be obtained by the support of learning strategies (Nation, 2001). Besides, Oxford and Nyikos (1989, p.291) suggest that strategies promote “learner autonomy, independence, and self-direction”. In view of this, it is imperative to identify the strategies which students at SSM have already used and the others they required to be acquainted with and taught upon. In doing this, students would be able to select strategies which fit their styles of learning and personalities as well as provide an extensive variety of strategies for enhancing vocabulary learning.

Moreover, this research concerns with students’ practice of VLSs and teaching particular strategies which are helpful in learning new vocabulary and the emphasis will be on one class of the secondary stage (level-3) in order to recognize their using of the strategies in all 5-stages of vocabulary learning based on the theory of Brown

and Payne's (1994). By contrast, the study does not focus on the analysis of all strategies, but the analysis concerns with particular strategies according to the literature review. The study also does not deal with other aspects of vocabulary learning, such as those related to morphological structure, connotations, synonyms, or pragmatic meanings. The focus of this research is entirely on students' use of VLSs.

1.13 Chapter Summary

English is considered as a foreign language (FL) in Saudi Arabia since it belongs to the third circle 'expanding circle' as referred by Kachru (2005); English occupies the dominant role in education system and means of international communication. Due to its development economically and socially, Saudi Arabia recognizes to take its part globally and prepares itself to be able to get involved internationally; Saudi citizens have to learn and master at least one or two foreign languages besides their Arabic. Accordingly, the Ministry of Saudi Education (MSE) has introduced English as a compulsory subject in schools starting from the 4th grade (age-10) of the primary level, but for Saudi Schools Abroad (i.e. SSM), learning English starts from the first grade (age-7) of the primary level.

Apart from that, there are several challenging aspects related to learning English as a foreign language (EFL), but vocabulary is considered as one of the most critical issues that learners encounter in their learning process since it appears in every skill of using a language. Thornbury, (2004) explained that words are the building blocks of a language, hence there is no language without words, either the mother tongue or

a second language. Therefore, if students' vocabulary is restricted, they would face major obstacles or difficulties in their English learning. Besides, this deficiency of lacking vocabulary would generally make them unconfident and poor language learners.

Nation (2001) argued that, for learners of foreign languages, a large number of new vocabularies could be obtained by the support of learning strategies. Thus, the present study deals with vocabulary learning strategies (VLSs) employed by learners (EFL) since learning vocabulary is central to all language skills and proficiency, specifically, for those learners who study and live outside their native language (i.e. SSM students who learn a language in an environment where English is the language of daily survival and communication).

Particularly, learning effective strategies of vocabulary learning assist those groups of students at SSM to be independent learners and know which vocabulary is needed to learn from them. Oxford and Nyikos (1989) remark that learning strategies foster "learner autonomy, independence, and self-direction" (p.291). Consequently, EFL learners need to be educated with particular VLSs; strategies would help them in learning how to discover the meaning of new vocabulary; coping with unknown or unfamiliar words, know how to store words in their memory and also know how to use the words appropriately.

1.14 Structure of the Study

This thesis is organized into five chapters, including this introductory chapter. The first chapter presents a brief overview of Saudi Arabian educational structure and context of English teaching and learning especially at Saudi Schools Abroad (e.g. Saudi School Malaysia). It also contains the introduction, setting of the research context, providing its background and formulating the problem statement. The research questions and hypotheses, as well as the significance of the study for the overall EFL research field, are also included in the first chapter. This chapter also provides clarification of operational definitions, of the nature and scope of the study, the conceptual framework, and the aims and objectives of the study. Besides, the chapter concludes the outline of the thesis and an overall summary.

Chapter two deals with theories and past studies which give an overview of the reliable ideas to provide a concrete understanding of the research area. This chapter includes the review of related literature on the significance of VLSs and teaching vocabulary as well as some key issues which contribute to the present study in order for the researcher to achieve the research objectives. Particularly, the literature review section is aimed at providing a comprehensive insight into previous research conducted in this field, delineating the context of this research, and gaps in existing EFL research.

The third chapter clarifies the methodological considerations and procedures involved in the research process. In other words, it concentrates on research methodology which forms the basis for this study. It describes participants and the research instruments (e.g. vocabulary learning strategies questionnaire, classroom

observation, semi-structured interviews, and focus group discussions) used for collecting and analysing research data. Besides, this chapter describes the criteria for the selection of the participants; information on the population and sampling used for the study and types of the data that would be collected for this study. In other words, it discusses the procedures involved and the instrumentation and data analysis in used in carrying out the study. Basically, this research employed both quantitative and qualitative research methods.

The fourth chapter presents the results of the study. It reports data analysis and findings of the study obtained from the four sets of data collection: questionnaire (VLSQ), classroom observations, interviews and focus group discussions (FGD). Such key factors are also discussed in this chapter as follows: participants' profile, quantitative data analysis, qualitative data analysis, and conclusion.

Lastly, chapter five provides a discussion of the findings with proper relevance to the prior theoretical research. The findings are related to the previous studies on the same subject, by comparing them with those of other researchers. The implications of the research findings will also be properly revealed in regard to the theoretical and empirical research in the field of language learning strategies. Finally, this chapter will be dedicated to the conclusions elicited from the present research and will also contain recommendations for further research. The conclusions section will be dedicated to the summary of findings and the identification of the research progress that could be achieved by means of conducting this research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with theories and past studies which give an overview of the reliable ideas to provide a concrete understanding of the research area; it is a review of literature related to the present investigation. At first, this chapter introduces the importance of vocabulary in language learning and teaching as Rubin and Thompson (1994, p.79) have pointed out, “one cannot speak, understand, read or write a foreign language without knowing a lot of words, so vocabulary learning is at the heart of mastering a foreign language.” It also includes the review of related literature on language learning strategies (LLSs) and the factors which affect the use of LLSs. More specifically, this chapter is concerned with salient issues which contribute basically to the current investigation in order for the researcher to achieve the research objectives. As examples, it focuses on vocabulary learning strategies (VLSs) and their sub-topics as the taxonomies of VLSs, training in VLSs, research studies on VLSs as well as the stages of learning new vocabulary and lastly it ends with a summary of the whole chapter.

2.2 Theoretical Discussion and Framework

The classification of language learning strategies is as debatable as the definition is. Numerous studies (O'Malley & Chamot, 1990; McDonough, 1995; Cohen, 1998; Cook, 2001 and Macaro, 2003) propose various strategies categorization depending on the criteria set by the researcher. Following this, Fan (2003) concludes that there

is no ideal categorization and any distinct strategy may occur in any group based on the subject matter. Besides, numerous classifications of vocabulary strategies have been pinpointed including those by Nation (2001), and also by Schmitt (1997) are among the most exceptional.

Despite the classifications, Catalan (2003) claims that Schmitt's (1997) categorization has many advantages such as its appropriateness in being used as a standardized assessment and to collect learner's answers efficiently. In addition, it is founded on memory theories and learning strategy theories. It is also technically simple, which means classification, coding, classification and handling data in computing software packages is simple.

Thus, one of the most comprehensive taxonomies of vocabulary strategies is the one proposed by Schmitt (1997). He considered memory, social, metacognitive and cognitive strategies out of the six classifications set by Oxford (1990), and added determination strategy. This strategy encompasses finding the meaning of unknown terms without consulting other people. This last classification was derived from Oxford's guessing strategies incorporated in the category of tactics of compensation. Therefore, all VLSs are sub-grouped into two: strategies for finding (discovering) new word meanings and strategies for unifying them (strategies used to consolidate them).

Taxonomies of Vocabulary Learning Strategies

Strategy Categories	Definition	Examples of Strategies		
Determination Strategies	Used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise	Analyze any available pictures or gestures	Guess meaning from textual context	Use a dictionary (bilingual or monolingual)
Social Strategies	Involve interaction with other people to improve language learning	Ask the teacher for a synonym, paraphrase, or L1 translation of a new word Use semantic maps	Learn and practice new words with a study group	Interact with native-speakers
Memory Strategies	Involve relating new words to previously learned knowledge, using some form of imagery or grouping (traditionally known as mnemonics)		Use the keyword method	Associate a new word with its already known synonyms and antonyms
Cognitive Strategies	Entail manipulation or transformation of information about words to be learned, although they are not so specifically focused on mental processing as memory strategies	Written repetition	Keep a vocabulary notebook	Put English labels on physical objects
Metacognitive Strategies	Involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study	Use spaced word practice (expanding rehearsal)	Test oneself with word tests	Continue to study word over time

Source: Schmitt, (1997, pp.199-227).

Moreover, students with the various educational background, ages, and target language can use this classification. Generally, it is comprehensive and it considers various strategies of learning as well as facilitating comparison with different research, in which Schmitt's study is incorporated. Consequently, quantitative data used in the present study will be based on Schmitt's VLSs classification, although adapted to the objectives of this study.

Apart from that and based on what has been stated through this introductory chapter that many Saudi students encounter such difficulties in vocabulary learning, so the current study at the second phase concerns with teaching students some particular and recommended strategies in learning new vocabulary based on the theory of Brown and Payne's (1994) 5-stages model. Because of the complexity of the vocabulary learning process, a number of different models for vocabulary learning stages have been proposed by different researchers (e.g. Beers & Henderson, 1977; Templeton, 1983). Of these proposals, Brown and Payne's (1994) 5-stages model is considered to offer the clearest account of the various aspects of vocabulary learning, as well as being the most extensively discussed in the literature. Thus, for the purposes of this study, it is crucial to have a model that clearly identifies the aspects of vocabulary learning that are addressed by the various learning strategies under investigation. In summary, the five vocabulary-learning stages and the effective strategies used are as follows:

1. Encountering new words: The literature on EFL students suggest that one of the most helpful strategies while encountering new words is guessing strategies. Following this strategy, student guesses a word by recapping its

background knowledge of vocabulary and sentences and parts of speeches etc. According to literature morphology is proven effective technique for guessing strategy.

2. Getting the word form: This strategy suggests that the students should make their own dictionaries. They should write every new word and compile their lists into a weekly or monthly journal and then try to repeat the words in their written or verbal communication. Meanwhile, this strategy will also be helpful for EFL learners in improving their pronunciation and spelling problems.
3. Getting the word meaning: This strategy focuses more on the meaning of a word and argues that using of monolingual and picture dictionaries can help the learners in getting the word meanings.
4. Consolidation of word form and meaning in memory: In order to help the students in overcoming the problem of forgetting the meanings of words, the literature suggests the use of memory strategies.
5. Using the word: The final stage in language learning process is using the word. The literature recommends that using a word with all its possible meanings (collocations).

2.3 Knowing a Word and What is Involved in Knowing it?

Vocabulary concerns itself “not only simple words in all their aspects, but also complex and compound words, as well as the meaningful units of language.” Specifically, vocabulary is described as “a collection or the total stock of words in a language that are used in particular contexts.” Thus, we could say that vocabulary

belongs to “a package of sub-sets of words that are used in particular contexts” (Jackson and Amvela, 2000, p.1-2). Therefore, learning how to use a vocabulary learning strategy is extremely helpful to cope with these sub-sets of words in different contexts.

Consequently, knowing a word is essential to understanding a foreign language since “when we speak of a person’s vocabulary, we mean the words he or she knows and is able to use” (Nandy, 1994, p.1). In addition, knowing a word and what is involved in knowing it contributes to learners recognizing what are the salient aspects of knowing it. A necessary introductory to this study to achieve better understanding of VLSs, it is salient to have a brief background of what is involved in knowing a word and what are its aspects. As an example and more significantly, Nation (2005) divides the aspects of knowing a word into three groups as shown in the Table 2.1.

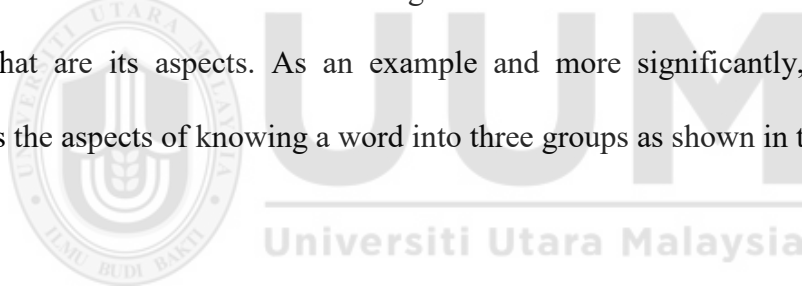


Table 2.2
What Is Involved in Knowing a Word?

Form:	spoken	R What does the word sound like? P How is the word pronounced?
	written	R What does the word look like? P How is the word written and spelled?
	word parts	R What parts are recognizable in this word? P What word parts are needed to express the meaning?
Meaning:	form and meaning	R What meaning does this word form signal? P What word form can be used to express this meaning?
	concepts and referents	R What is included in the concept? P What items can the concept refer to?
	associations	R What other words does this make us think of? P What other words could we use instead of this one?
Use:	grammatical functions	R In what patterns does the word occur? P In what patterns must we use this word?
	collocations	R What words or types of words occur with this one? P What words or types of words must we use with this one?
	constraints on use	R Where, when, and how often would we expect (register, frequency, etc.) to see or hear this word? P Where, when, and how often can we use this word?

(R= Receptive; P= Productive, Nation 2005, p. 584).

Based on the table above, the form, meaning, and usage describe the knowledge of a word. Firstly, knowledge of the form means knowing the spelling, sound, and parts of words. Secondly, knowledge of the meaning means to know how to link its form and meaning, understand the idea behind a word, and to know other words with which it can be related. Finally, it is the patterns of sentence and parts of speech that reflects the usage of a word. Its functions, collocations and limitations are also few

other elements that are included in it. However, there is no need for EFL learners to know all aspects (knowledge of a word) because knowing them basically relies on learners' aims or certain objectives of learning vocabulary. In other words, what language skill is required, what communication or situations the learners' deal with, and what learners' level of language or education are considered salient factors in the need of knowing some of these aspects.

2.4 Vocabulary and Its Importance in Language Learning

Vocabulary is considered as a vital aspect in language use and a core element in learning and mastering a FL as Rubin and Thompson (1994, p.79) attest, "one cannot speak, understand, read or write a foreign language without knowing a lot of words so, vocabulary learning is at the heart of mastering a foreign language". Besides, in all linguistic skills, vocabulary takes its role in developing a student's language proficiency as Taylor (1992, p.30) points out that "vocabulary permeates everything language learners or language teachers do in an English language class, whichever skill or language point is being practiced". In other words, it is correct to claim that understanding any language is difficult without knowing words whether in the spoken or the written forms (Hall, 2000; Schmitt, 2000).

No doubt, EFL learners with more vocabulary will have no difficulty in building up their linguistic skills as Smith (1998) puts forth; students with large and rich vocabulary are thought to enhance their language skills and also thinking abilities. Therefore, vocabulary is a basic part which should be given much attention in learning and teaching. As Meara (1980) suggests, language students must accept that

they will encounter significant difficulties in vocabulary even after upgrading from the preliminary phase of learning L2 to an advanced level. In addition, the findings from Macaro's survey (2003) indicate that L2 instructors consider vocabulary as a subject that requires to be investigated to promote teaching as well as learning within classrooms.

As we know it is indisputable that the language skills and grammar rules form an essential part of FL acquisition, however, vocabulary is a more considerable factor, thus ought to receive much attention. Allen (1983) observes that within the performing classes, both grammar and vocabulary are given equal attention, however, because vocabulary is critical, it ought to be taught prior to grammar. Similarly, Flower (2000, p.5) suggests that, "words are the most important things students must learn. Actually, grammar is important, but vocabulary is much more important". This view is also shared by Lewis (1993, p.115) who considers the vocabulary value as the core of learning and teaching languages because language is comprised of "grammar, non-lexicalized grammar and grammaticalized lexis, as a structure, is second to lexis". Besides, Harmer (1991, p.153) affirms that "choosing words carefully in certain situations is more important than choosing grammatical structures because language learners cannot use structures correctly if they do not have enough vocabulary knowledge.

Another aspect pertains to the significance of vocabulary during communication. For example, Lewis (1993) considers vocabulary significance as being critical for daily communication. He suggests that when language students do not understand the meanings for key words utilized by the people addressing them, they would not be

able to participate in the verbal exchange, even when they understand the morphology as well as syntax. Krashen and Terrell (2000) suggest that when language students want to seek, express or share information, they need to generate lexical items for conveyance of meaning.

Generally, language skills cannot be achieved successfully without vocabulary as Kitajima (2001, p.470) asserts that “without words that label objects, actions, and concepts, one cannot express intended meanings.” Nandy (1994, p.1) states that “the more words one is able to use correctly, the better one will be able to express oneself easily and with self-confidence and to understand the world one lives in”. In other words, vocabulary plays a main part and function in EFL as the famous linguist, Wilkins, stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Thornbury, 2002, p.13). Obtaining adequate vocabulary is essential for learners to be skilled and efficient in EFL since words label objects, actions, thoughts and so on, so students can convey the intended meaning by using words and vice versa.

2.4.1 Objectives of Vocabulary Learning

Since vocabulary plays a vital part in language learning, it is beneficial for secondary students at SSM to have at least a background of the significance of vocabulary learning in their language process. This would push them in learning strategies in acquiring new words which would assist them in building up their language proficiency. Besides, knowing the objectives of learning is considered helpful to enable learners to have the ability to know the aims of particular activities made

specific from the basic learning aims of book or syllabus. Knowing objectives of learning also assist instructors in preparing lessons and adapting tasks for their students; goals will lead to learning success in the target language (Cameron, 2001).

The same thing would happen in vocabulary lessons (e.g. why students at SSM have to learn vocabulary). The objectives of learning vocabulary should be clear for both learners and teachers. In other words, students' placement in grade based on their language level and situation or context which they deal with have to know some objectives of their vocabulary learning. Teachers also have to facilitate and prepare their vocabulary lessons very well and try to assist their students in learning some VLSs to cope with unknown words. Specifically, several researchers have proposed such objectives of vocabulary teaching and learning as follows:

1. Nandy (1994, p.1) states "an extensive vocabulary is most desirable, not in order that the possessor may display his sophistication by the use of a very large number of unfamiliar words, but in order that he may have at his stock exactly of the right word for every occasion".
2. Ooi and Lee (1996, p.7) suggests that "the main focuses in teaching vocabulary should be to make the learner more discriminating of word form, word meaning, and word use".
3. Baker and Westrup (2000, p.38) recommend that "teachers have to teach students what the word means, its pronunciation and ways to use the word".
4. Krashen and Terrell (2000, p.157) point out that one of the vocabulary learning objectives is "offering an adequate vocabulary to enable language use outside the

class, and to place the students in a position to continue second language acquisition”.

5. Moras and Carlos (2001, p.1) illustrate a critical teaching objective concerning advanced learners which is “to foster learners independence to ensure that learners will have the ability to manage new lexis and broaden their vocabulary. Learners should not just know the meaning of words, but also are able to use them properly, both in oral and written use of the language”.

Generally, language teachers differ in their objectives of teaching vocabulary and how to find out the best way to assist their students in vocabulary learning. For example, several instructors pay more attention to the meaning of new words and how students can be able to differentiate between them. Others motivate students to be autonomous learners in learning vocabulary in order to cope with learning many new words. Some teachers focus on the surface form of words as pronunciation, spelling and translation. Others deal with the ways which help students to use new words and retain them in their memory and recall them at will as well as expanding their vocabulary knowledge. Understanding the objectives of teaching and learning vocabulary is useful in dealing with particular learners in such situations which would lead to success in learning vocabulary of a FL.

2.5 Vocabulary Learning and Teaching

In acquiring a FL, vocabulary learning and teaching are crucial issues since vocabulary is a part of all linguistic skills. Thus, improving vocabulary will lead to success of a communicative competence. McCarthy (2001, cited in Fan, 2003, p.222) states that “vocabulary is the biggest part of meaning of any language and it is the

biggest problem for most learners, so vocabulary learning is the real key to second language learning”. Therefore, obtaining adequate vocabulary is essential for students to be skilled and efficient in EFL. By contrast, the lack of vocabulary would lead to such difficulties among students, so it may negatively impact their language competence. As a result, vocabulary is the most vital aspect that learners face and struggle with in their learning. The section below will discuss such related issues of vocabulary learning and teaching in detail.

2.5.1 Vocabulary Learning

Notably, one of the key objectives for FL acquisition entails achieving communication skills and vocabulary constitutes a part of each language skill, therefore enhancing vocabulary would result in the achievement of communicative competence among learners. Kristiansen (1998) observes that language understanding reduces significantly if one quarter of the content words namely adverbs, adjectives, verbs and nouns are not understood by the reader. Seemingly, grasping vocabulary within a FL might never take place completely; its expansion as well as elaboration increases over the entire lifetime since words represent advanced and numerous meanings.

As an example, Collins Co-build Dictionary ‘For Advanced Learners’ (2001) contains more than 110,000 meanings, expressions and words, thus even natives do not understand all mother tongue words and how they can be used correctly. Besides, people have several vocabulary collections, which they use for different reasons. For instance, verbal and written languages usually utilize separate vocabulary and failure

to differentiate the correct vocabulary for such occasion may lead to disagreements (Kamil and Hiebert, 2005).

Moreover, according to Nation (1990), it is imperative to differentiate between direct and indirect vocabulary acquisition. According to his research, direct vocabulary can be defined as a scenario whereby learners tackle exercises alongside tasks that include word construction exercises as well as vocabulary games. On the other hand, indirect vocabulary implies that the interest of the learner focuses on another characteristic that is usually the conveyed message. Besides, when the quantity of unknown is continuously minimal in messages, significant vocabulary may be involved, even though the attention of the learner is not completely focused on vocabulary acquisition.

Additionally, vocabulary acquisition could be challenging due to many characteristics as mentioned by some researchers (Carter & McCarthy, 1988; Nation, 1990; Laufer, 1997). For instance, Carter and McCarthy (1988) observe that effective vocabulary learning is expected to be consistent with an instructor's understanding and a learner's perception towards difficult words, thus the instructor's role ought to be considered. The word difficulty may be caused by certain reasons as well as a large quantity of likely factors coupled with the complex nature of the learning exercise. Such reasons have been difficult to identify.

Nation (1990) also examines three separate elements of vocabulary learning that influence a word to be difficult and discouraging to learn. Firstly, the learners' past experiences for English and mother tongue; because an individual's L1 (first

language) influences their L2 (second language) learning, thus borrowing alongside interference between L1 and L2 occurs. For instance, acquiring a word function and meaning may be difficult because there is no accurate matching with the words of a different language.

Secondly, it refers to the manner in which a word is acquired or taught, therefore, this ‘unteaching’ is rather popular. Seemingly, teaching might produce three outcomes. When the effect is constructive, students proceed to having a better grasp of the language. If the effect is neutral, nothing has been acquired and finally, the effect is negative. Learning would have occurred, but the concept taught previously and the concept that would be taught in future will be negatively affected (Nation, 1990).

Moreover, Nation (1990) suggests that the correlation may complicate the process of acquiring new words. He notes that the higher the rate of comparable items, the more they are likely to have a closer connection among themselves. For example, words that are closely packed together, including long as well as short are adjectives and antonyms with opposite meaning which may be cumbersome to learn. This is particularly true when placed together for initial time. This may cause problems because the student can combine or jumble up the meanings for the two words as they have closer association.

The last factor mentioned by Nation (1990) is linked to the innate challenge for the word which mainly shows that certain words are more difficult to acquire than others; nouns alongside adjectives are usually not complex to learn compared to

verbs as well as adverbs. Furthermore, it is easy to learn how to accept a word and recall its meaning compared to word creation at an appropriate period. An instructor may not have huge effect in decreasing the internal difficulty; however, the teacher may be conversant with it, thus attempt to identify it if it occurs.

Finally, Laufer (1997) assesses the way intra-lexical features namely multiple meaning, abstractness, semantic characteristics, length and phonological factors can affect how a word may be acquired. Such theories (for instance, Fan, 2003; Nation, 2001) that attempt to examine the mental procedure undertaken within the vocabulary learning for foreign language exist. Firstly, Fan (2003) supports the model offered by Brown and Payne (1994) that classifies the learning process into five critical phases as follows:

1. Having sources for identifying new words.
2. Having a clear picture, visual and auditory, of the new word forms.
3. Learning the word meaning.
4. Making a robust memory connection between the word meanings and forms.
5. Utilizing the words.

Furthermore, Nation (2001) suggests a cognitive framework for vocabulary learning that is classified into three learner-oriented phases:

Noticing: “giving attention to an item” (2001, p.63). It is a key premise to acquire words because when the focus of learners is not drawn towards it, the process cannot continue. Thus, a mismatch involving learners’ and instructors’ attention would lead to inadequate academic effectiveness. Furthermore, Nation (2001) observes that the

process entails handling decontextualized words because of the view that, even when terms emerge in a text, attention would be focused on the word in terms of a language item and the meaning conveyed. In light of this, cases of decontextualization, which prefer vocabulary acquisition, are indicated below:

- a. The learner can come across a common word in reading or listening and identify that its usage is totally different.
- b. The instructor may draw the attention of learners on a particular word by copying the word on the chalkboard.
- c. The student can discuss the word meaning through speaking.
- d. The student can focus on the word meaning by providing an L1 equivalent, synonym or definition (Nation, 2001, p. 64).

Phase two for a cognitive acquisition framework is called 'retrieval'. When noticing directs the student towards learning the word, phase 2 helps in mental anchoring of the terms (for instance, receptive as well as productive). Simply put, such a procedure might be receptive (identifying the form and retrieving its meaning after the word is encountered in reading or listening) and productive (wishing to convey the word meaning and retrieving its verbal and written form through speaking and writing) (Nation, 2001).

In addition, the ability of retrieving material that is already stored is critical in the FL acquisition process. Therefore, it is important to know how human memory functions. For instance, Gairns and Redman (1986) suggest that there is a general variation for distinguishing short-term memory from long-term memory, obviously

capable of holding any quantity of data and remembering it after the first input as well as the storage for words in the memory is not random.

However, the scholars allege that “our mental lexicon is highly organized and efficient” (Gairns and Redman, 1986, p.87) with lexical items kept within semantic sets and frequently used words not complex to recall. In view of this, Nation (2001) proposes repeated encounters coupled with utilizing as an avenue of retaining it in the memory. Such repetition should be continuously spaced to enhance recalling of the words and moving back to stage one of the acquisition process.

Concerning the repetition, Nation (2001) has proposed the hypothesis processing depth designed by Craik and Tulving (1975), which suggests that students are likely to acquire words from the memory much faster if they participate in mental tasks that require elaborate and comprehensive semantic processing. For instance, word association or picturing the meaning of a word within the mind, rather than shallow processes that include rote repetition.

Lastly, for cognitive acquisition the framework proposed by Nation (2001) is known as ‘creative’ (generative use). This phase of acquisition process may be undertaken using two techniques namely receptive (encountering a word that is utilised in new style in listening as well as reading) or in a productive manner (generating new ways for utilizing in the needed vocabulary within new contexts). As pertains to the generative use stage, it moves on a continuum that varies from low production (relatively different from an initial duration when the word was encountered) to high production (utilized in a very different way).

Additionally, Nation (2001) observes that the productive usage of words results in efficient learning compared to mere repetition. In summary, the language vocabulary comprises interconnected terms and acquiring them is a continuous and complex process, because students are not only required to understand these words coupled with links developed among them, but to utilize them in a receptive and productive manner as well.

2.5.2 Vocabulary Teaching

Based on what has been previously mentioned, vocabulary teaching is necessary in language learning, but the focal point is to identify how to best to introduce it. Sokmen (1997, p.225) argues “for helping learners learn how to acquire vocabulary on their own, noting that it is not possible for students to learn all the vocabulary they need in the classroom.” Besides, Cunningsworth (1995, p.38) regards helping learners develop their own strategies (e.g. VLSs) as “a powerful approach which can be based on sensitization to the systems of vocabulary, encouragement of sound dictionary skills and reflection on effective learning techniques.”

Notably, many EFL teachers may think that students could acquire vocabulary on their own, thus it is unnecessary to teach it. However, vocabulary work may be directed to useful words and abilities, to enable it to improve the L2 learning process (Nation, 1990). Aalto (1994) observes that vocabulary is commonly ignored in teaching and learning of language, even though there is a concurrence that the absence of vocabulary is a hindrance to communication. If vocabulary teaching is not

developed, learning new words will still contain a behavioristic analysis for the list of words.

Apart from that, Nation (2006) highlights motivation of the learner's independence; vocabulary acquisition would be effective when learners assume full responsibility of the learning activities. This means having knowledge on what one needs to learn and how it can be learned, being simultaneously motivated to perform this and placing the knowledge into practice. Because of that, language teaching along with the teacher activities can influence the students' approach towards learning. For instance, Nation (2006) identifies several vocabulary teaching and learning principles as follows:

1. The series for vocabulary acquisition should move from higher frequency vocabulary as well as special aims vocabulary towards lower frequency vocabulary.
2. Higher frequency vocabulary should be given attention in vocabulary learning and teaching fields that include fluency development, language – oriented learning, meaning-oriented output and meaning – oriented input.
3. With lower frequency vocabulary, teachers ought to focus on the techniques of dictionary use, utilizing word parts, learning the word cards and word guessing from contexts.
4. Learning activities need to be designed for motivating thoughtful vocabulary processing by using mnemonic devices, generative use and retrieval.
5. Learners need to be helped to enable them have an independent approach to vocabulary learning.

In addition to Nation's (2006) concepts on vocabulary acquisition and teaching, Cook (2001) observes that a large portion of the taught vocabulary is dependent on the notion that most commonly utilized words for the target language should be taught first. Nation (1990,) points out that possibilities of indirect vocabulary acquisition need to be allocated more time within language teaching than direct vocabulary acquisition activities.

For indirect vocabulary acquisition to take place, students should be interested in what is being conveyed via the language. Additionally, the message should have certain items that are outside the students' current language proficiency as well as vocabulary knowledge. However, such items need to be simple to understand in the context for indirect vocabulary acquisition to be actualized. Nation (1990) suggests that indirect vocabulary may be promoted through exposure to extensive listening as well as reading material. Through such direct exposure, students have an opportunity of practicing VLSs.

Here, it is better for language instructors when they are dealing with teaching vocabulary to make use of Nation's (2001) principles of vocabulary learning and teaching as he determines three basic concepts. These ones concern with content and sequencing, format and presentation and lastly monitoring and assessment of vocabulary. The first principle concerns students focus on vocabulary, learning strategies and word frequency which are also essential elements in foreign language vocabulary learning.

Presentation and format high-frequency of foreign language words needs to take place in the 'language-focused learning, meaning-focused input and output and frequency development'. Besides, students should have the opportunity to achieve depth of vocabulary knowledge from the 'spaced, repeated, and generative retrieval of words'. Therefore, students will certainly have the ability to create foreign language words from using them regularly. Frequent exposure of vocabulary to students for some periods is considered as an effective method in teaching and learning vocabulary.

The last principle of vocabulary teaching is the monitoring and assessment of vocabulary where in this stage teachers test students in order to identify the vocabulary which they need to teach (Nation, 2001). Teachers state their assessment results to students; assessments could be used to assist learners reflect on their vocabulary learning, and thus also to choose what vocabulary will be focused on (Nation and Moir, 2008). De Groot (2010) sums up various other researchers findings that a word in its context should be totally revealed with 'the semantic, syntactic, and collocational features of a word'. However, Nation (2008) discusses that 'vocabulary course designers' have to adopt teaching strategies from appropriate research and reevaluate incorrect presumptions (e.g. all vocabulary learning should occur in context, vocabulary should be presented in lexical sets, monolingual dictionaries are preferable to bilingual dictionaries).

2.6 Language Learning Strategies (LLSs)

Since VLSs belong to language learning strategies (LLSs) which in turn belong to general language learning strategies (Nation, 2001), it is better to have a background on LLSs before dealing with VLSs. In other words, this an overview will help for a better understanding on the theoretical and empirical background of VLSs. Segler (2001) explains that the strong relation between general LLSs and the more certain VLSs depends on the fact that most learning strategies in the proposed taxonomies of LLSs are in fact VLSs or could be employed to acquire L2 vocabulary.

Schmitt (1997, p.200) suggests that “combining the results from general learning strategies research with those from more vocabulary-specific research studies allows us to derive a variety of tentative general conclusions regarding VLSs.” As a result, it is beneficial to begin with LLSs which in turn help to recognize such issues related to VLSs. Besides, L2 learners may also believe in the necessity of learning L2 vocabulary, so they may pay more attention to the use of such strategies which enhance the use and retention of L2 vocabulary (Horwitz, 1988 and Schmitt, 1997).

2.6.1 Defining LLSs

Oxford (1990) argues that LLSs have been defined by several well-known researches in the field, but there is no absolute consensus concerning the definition and as a result the classification of strategies. O'Malley et al (1985, p.22) explains that “there is no agreement on what constitute a learning strategy in second language learning or how these vary from other types of learner activities. Learning, teaching and communication strategies are frequently interlaced in discussions of language

learning and are typically used to the same behaviour”. Besides, O'Malley and Chamot (1990, p.114) also remark on this issue by pointing out that “in second language acquisition there had been no consensus on the definition and classification of strategies, and there remained to be relentless confusion over the distinction between learning strategies and other types of strategies applied more to language use” (e.g. communication and production strategies).

Apart from that, a number of distinctions and differences can be noted in the definitions of LLSs. At first, the definitions appear to have changed gradually in which the early ones concentrate on linguistic or sociolinguistic competence, whereas the later definitions put more focus on processes and characteristics of LLSs (Clouston, 1997). Secondly, some definitions of such researchers (e.g. Cohen, Stern, Chamot, and to some extent Rubin and Wenden) assert clearly that applying learning strategies are basically conscious. What follows (Table 2.3) are some various definitions of LLSs.

Table 2.3
An Overview (Definition of LLSs).

Source	Definition
Stern (1983)	“General tendencies/overall characteristics of the approaches employed by the language learner, leaving learning techniques as the term to describe certain forms of observable learning behaviour, more/less consciously employed by the learner” (p.405).
Rubin (1987)	“Any set of operations, plans/routines, employed by learners to facilitate the getting, retrieval, storage, and the use of information” (p.19).
Wenden (1987)	“LLSs describe the language learning behaviours learners actually engage in to learn and regulate the learning of a L2” (p.6).
O’Malley and Chamot (1990)	“The special thoughts/behaviours that individuals use to assist them comprehend, learn/retain new information” (p.1).
Oxford (1990)	“Particular actions, behaviours, steps, or techniques students use consciously to enhance their progress in apprehending, internalizing, and using the L2” (p.1).
McDonough (1995)	“Articulated plans for meeting specific types of problems not a piece of problem solving itself” (p.3).
Cohen(1998)	“Learning processes which are consciously selected by learners and which may result in action taken to improve the learning of L2 or FL, through the storage retention, recall, and application of information about that language”(p.4).
Cook (2001)	“A choice that a learner makes while learning or using the L2 that affects learning” (p.126).
Macaro (2001)	“An interesting practice related avenue to pursue is whether what we mean by effort when doing a language task simply means the effective development of a range of strategies in a task” (p.264).
Chamot (2004)	“The conscious thoughts and actions that learners deal with to achieve a learning goal” (p.14).

Even though some researchers agree that LLSs could be unconscious, Cohen (1998, p.4) argues that “consciousness identifies strategies from the processes that are not strategic in which he proceeds the factor of choice is considered a salient aspect in LLSs and consequently there cannot be strategies which are unconscious”. By contrast, Oxford (1990, p.12) specifies that LLSs are typically “seen as intentional and conscious actions made by the learner in order to take command of their own learning. He also mentions that some strategies can become automatic and unconscious when used for long period of time”.

Despite the debate arisen from different views and interpretation of LLSs’ definition (concept) whether they are conscious and intentional or subconscious, Oxford’s (1990) view of LLSs is one of the most widely applied in research studies when She (1990, p.8) defines it as “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. According to her, LLSs are essential since they create or produce active and self-directed involvement and assist to develop communicative competence. She also highlights that learners' determination to achieve learning goals are an autonomous way and LLSs facilitate and make the process more enjoyable. She clarifies the main features of LLSs as stated above.

In addition to that, learning strategies also enable learners to become more responsible for their learning rather than getting instructions from a teacher or relying on him/her to accomplish a task, so the role of the teacher would be more consulting and advisor one. They are ‘problem-oriented and specific actions taken by the learner’, so the purpose of learning strategies is to facilitate the learning of a

foreign language and help to overcome its difficulties. In addition, they are not constantly simple to observe since such strategies could be conscious or unconscious. However, they can be taught, so students can train to cope with some strategies which in turn assist them to become good learners. They also are 'flexible and influenced by a variety of factors such as learner individual differences or situational and social factors'.

Furthermore, she (1990) proceeds that LLSs 'involve many aspects of the learner; they are not just the cognitive ones'. In other words, metacognitive, social and effective aspects are also included (e.g. learners' attitudes, motivation, culture, age, gender and proficiency level have found to affect the choice and use of strategies used by learners). Finally, LLSs are also considered helpful in supporting learning both directly (cognitive) and indirectly (metacognitive). Besides, several current studies on second language vocabulary deal with "individual strategies or a small number of them" (Fan, 2003, p.225).

2.7 Factors Affecting the Use of LLSs

Green and Oxford (1995) state that the correlation between learning strategies use and learners' variables has been the focus of growing body of research studies. For example, previous studies (e.g. Wharton, 2000 and Oxford and Burry-Stock, 1995) have recommended that there are numerous factors which play a considerable impact on the use of LLSs (the types, range and frequency of strategy use) among learners. As examples, such factors are concerning with, gender, cultural background, motivation, second language (L2) and age, learning style, language learning attitudes

and beliefs, and lastly strategy training. Below is a brief overview of these significant factors which may clarify later on the various uses of some strategies employed by secondary student at SSM in the present study.

2.7.1 Cultural Background

Researchers (e.g. Politzer and McGroarty, 1985 and Tyacke and Mendelsohn, 1986 as cited in Wharton, 2000) assert that learners from various cultural backgrounds use particular types of strategies at different levels of frequency. For instance, Asian learners (L2) prefer and choose rote memorization strategies and concentrate on linguistic codes. Besides, O'Malley et al. (1985; cited in Wharton, 2000) has found that Asian students were more reluctant than Hispanic learners to cope with new strategies and less receptive to strategy-training. Politzer (1983; cited in Oxford and Ehrman, 1995) also indicated that the Hispanic learners employed more social, interactive strategies, while Asian learners preferred better rote memorization because of their previous school experience which place more focus on memorization and rehearsal. Consequently, as Hurd (2003) mentioned that cultural difference has an apparent impact on the appropriateness of learning and teaching methodology.

Moreover, O' Malley (1987) claims that a correlation involving strategy preference and learners cultural background. A survey containing two experimental as well as two control groups (Asian alongside Hispanic ESL learners' strategy use) has been undertaken. The two experimental groups with training in LLSs use in which Hispanics enjoyed learning new strategies, however, Asians were unwilling to utilise

grouping and imagery techniques for vocabulary acquisition. Similarly, the outcomes indicated that the Hispanic experimental group was more successful compared to the control group after the test. On the other hand, the Asian control group based upon the rote memorization techniques attained high scores than the experimental group. This shows that the cultural background significantly influences the LLSs use.

2.7.2 Motivation

Motivation and the use of learning strategies are relatively correlated as previous studies have revealed (e.g. Ehrman and Oxford, 1995 and Sanaoui, 1990) that the more motivated and encouraged learners are employed such types of LLSs. Since the use of LLSs is targeted to more independent language learning, it could be said that motivation is one of the most considerable identifying factors in second learning success. Difficulty to deal with the materials and assess and evaluate personal development, apparent insufficiency of feedback, frustration due to unresolved problems, and shortage of chances for practising with others and sharing of experiences can lead to negative influence or demonization among learners (Hurd, 2003).

In a study has been conducted by Oxford and Nyikos (1989) on the variables affecting the choice of LLSs used by 1,200 university students of foreign languages in the United States, they found that motivation was the most apparent influence on the strategy choice. Besides, they indicated that motivation significantly connected with such other variables such as university major and number of years of language study as well as career orientation was considered to impact on the strategy use (e.g.

students majoring in humanities/social science/education using more strategies than technical majors).

By the contrast, the low level of motivation and low use of learning strategies are related to each other, and this is made evident by a survey. This survey shows this result of correlation and was performed in Taiwan by Liao (2004). Likewise, among university students in Hawai'i the relation between motivational features and LLSs usage is studied by Schmidt and Watanabe (2001). Based on the outcomes, strategic employment is better and greater used when the students are highly motivated.

2.7.3 Language Learning Environment

Language learning environment is defined by Gu (2003) as the socio-cultural-political environment in which learning takes place. This could include several examples as teachers, peers, classroom, social and cultural tradition of learning etc. Based on the provided learning environment, these aspects (examples as mentioned above) have a notable impact on the appropriateness of a strategy use, so a strategy which is suitable or possible in a specific learning environment might come to unsuitable or impossible in another one (Gu, 2003). However, learning another language in one's home country where the availability of native speakers (where it is the language of daily survival and communication) or media sources of the other language is limited or absent will result in different strategy use (Oxford, 1993). In addition, prior research studies (e.g. Green and Oxford, 1995; Oxford and Burry-Stock, 1995) reveal that learners in second language settings use some LLSs more frequently than learners in foreign language settings.

2.7.4 Type of Task

According to Gu (2005, p.15), “a learning task could be as broad as mastering a second language or as particular as remembering one meaning of a word”. Besides, Nation (2001) explains that the use of learning strategies is closely linked to the type of task involved. For instance, learning a word for receptive purposes requires various learning strategies compared to learning a word for productive purposes. The present investigation intends to identify the areas of strategies that SSM students have employed to deal with various tasks belong to acquiring new vocabulary.

2.7.5 Age and Second Language Stage

Oxford and Ehrman (1995) observe that the use of strategies is largely affected by the varying age of learners. Additionally, Ahmed (1989) cites development in the use of strategies when students acquire more experience. Schmitt’s study (1997) shows that Japanese students’ application of attitudes towards certain learning strategies change with time. In addition to that, O’ Malley (1985a), whose study showed that all participants shifted to cognitive techniques and metacognitive techniques were restricted to older students.

Concerning the second language stage, several studies identified a strong correlation between LLSs usage and LL (language learning) results. Within the study, conducted by Green and Oxford (1995), learners sat the ESLAT (English as a Second Language Achievement Test) for determination of their proficiency. The outcomes indicated an increased LLSs use amongst high achievers, particularly in social, metacognitive and cognitive strategies. Griffiths (2003) also undertook a study for private school LLSs

learners in New Zealand who are taking English as second language. Learners were placed in various test levels depending on their scores in the OPT (Oxford Placement Test) in which a significant relationship was identified between use of strategy and proficiency in language; an increase in the level, increased the resort to LLSs.

Besides, Oxford and Nyikos (1989) assessed the LLSs use amongst learners having various self-rated proficiencies and established that learners who were extremely happy with the levels of proficiency obtained from skills that include listening, speaking and reading were those ones with a highly stated strategy use. Similarly, Chamot and Kupper (1989) conducted an analysis for LLSs learners graded by their instructors as poor, average or good and found out that even though learners in all levels employed strategies, those in higher levels stated a significant and regular use. Additionally, Wharton (2000) investigated bilingual students in Singapore universities to determine their language learning strategies based on the self-rated proficiency. The outcome indicated a clear pattern that learners who thought that their EFL proficiency was higher comprised of those who reported a regular use of VLSs.

2.7.6 Gender

Previous studies indicated that gender is considered a critical component which affects the LLSs use whereby several studies revealed that females utilise higher strategies compared to males. For example, a study by Ehrman and Oxford (1989) reported high total use of strategies amongst females compared to males. Furthermore, Oxford and Nyiko's (1989) study on university learners learning

various foreign languages within the United States where females outnumbered males in the strategies use and in specific categories such as social strategies, self-management and language analysis. Additionally, a survey by Green and Oxford (1995) of learners pursuing three separate course levels at the Puerto Rican University provided a clear demonstration that there was higher LLSs use amongst women than amongst men.

In contrast, all the aforementioned scenarios indicate that females utilise more and higher strategies compared to males and women and men have a variation in their selection and utilisation of LSSs. However, other studies claim that more learning strategies are being used by male participants. For instance, Tran (1998) investigated adult immigrants from Vietnam residing in the United States and found out that men were more likely to use LLSs (for example, conversing with Americans, watching television as well as radio listening in English).

Additionally, another study by Wharton (2000) on LLS usage amongst bilingual learners in Singapore showed that males outperformed females on the use of various strategies that include cognitive, metacognitive and memory. Finally, Tercanliouglu (2004) examined LLSs used by pre-service EFL instructors in Turkey, and found out that males surpassed females in use of strategies within each LLSs category. Nevertheless, the investigator attributed the less employment of learning strategies amongst females to culture. Similarly, in Turkish societies men play a dominant role, thus women tend to shy off and may partly contribute to the lower use of strategy than men may.

2.7.7 Learning Style

Learning style constitutes the specific factors which has a clear effect in the L2 acquisition process (Ellis, 1994). Peacock, (2001, p.1) also affirms the significance of learning style factor basing “his investigation on Reid’s work (1995), alleging that all learners have their learning styles along with learning strengths as well as weaknesses, thus a mismatch involving styles of learning and teaching leads to demotivation, frustration and learning failure”. Besides, Ehrman and Oxford (1990, p. 311) define learning style as “preferred or habitual patterns of mental functioning and dealing with new information”. In contrast, Reid (1995, p.8) perceives it as “an individual’s natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills”.

Furthermore, Ehrman and Oxford (1990) try to establish the correlation between the styles of learning and LLSs use by learners. According to learners’ learning styles, outcomes revealed that the determination of tangible strategy usage to certain learning styles. For instance, there was extrovert predilection for social techniques while introverts opted for metacognitive ones. Similarly, thinkers opted strongly for cognitive as well as metacognitive techniques whereas feelers utilised social strategies in general.

2.7.8 Attitudes and Beliefs

Attitudes alongside beliefs are usually approved for consideration as crucial factors that affect the LLSs use amongst L2 learners (alongside their attitudes as well as beliefs). It will be imperative at the start to understand what other investigators said

about this concept. For example, Borg (2001, p.186) offers a definition and belief features as “it is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior”. Moreover, Williams and Burden (1997, p.56) suggest that they “tend to be culturally bound, to be formed early in life and to be resistant to change”.

Notably, Horwitz, one investigator interested in examining the significance of learners’ beliefs has conducted numerous interviews as well as discussions with EFL/ESL learners and instructors to organise for better teaching. Because of this, she formed BALLI (beliefs about language learning inventory) using three separate versions as instructors’ version for the BALLI (Horwitz, 1985), American FL learners’ version for the BALLI (Horwitz, 1985), and finally, ESL/EFL learners’ version for the BALLI (Horwitz, 1987).

For example, in 1987, she conducted the beliefs for intermediate ESL learners enrolled in a comprehensive English program in Texas University. The findings showed that learners from different background held several beliefs concerning L2 learning. Consequently, she had concluded that learners’ ideas could be created by their past learning experiences as well as cultural background. Based upon this conclusion, she undertook an additional study amongst American FL learners alongside different ESL/EFL groups (for instance, Taiwanese, Korean and Turkish) learners whereby results indicated salient and significant variations amongst groups.

Concerning the correlation involving beliefs and learning strategies, some studies have focused on identifying if the belief or past learning experiences affect the employment of LLSs. For example, Wenden's studies (1996, 1997) suggested that learners who had a belief in utilizing the language tended to utilise numerous communication techniques, however, those in support of the learning language idea chose cognitive strategies. Additionally, Hong (2006) undertook a study involving monolingual Korean well as bilingual Korean-Chinese EFL University learners' beliefs alongside learning strategies. Bilingual reported higher LLSs compared to monolinguals. Similarly, they indicated a greater interest in learning formally and were enthusiastic in engaging in constructive discussions with the English speakers than the monolinguals. Besides, the two groups revealed that high levels of proficiency were constantly correlated with regular LLSs usage.

2.7.9 Strategy Training

Given the importance placed on VLSs, there is a great interest in finding out whether the strategies can be taught, so EFL students can enhance their competence in learning new vocabulary. According to Ellis and Sinclair (1989), a learner training helps learners discover the learning strategies that suit them best. It creates awareness of the choices available in language learning and facilitates learning and practice of strategies that encourage independence and enable self-directed learning (Oxford, 1990). Wenden (1991) also considers learning strategies, metacognitive knowledge, and attitude as components of learner training. Besides, Chamot (1999) explains that learning strategies instruction can help students of English become better learners since it assists them in becoming independent, confident learners. He continues to

say that as learners begin to understand the relationship between their use of strategies and success in learning English they become more motivated.

Additionally, Lotfi (2007) reports Cohen and Apeh (1980) who taught students of Hebrew to remember vocabulary items by making paired mnemonic associations and found that those who made associations remembered vocabulary more effectively than those who did not. Stoffer (1995, as cited in Renalli, 2003) claims that strategy instruction is the single best predictor of use of VLS. Besides, Nation (2001) believes that since learners differ greatly in the skill with which they use strategies, it is important to make training in strategy use a planned part of a vocabulary development program.

Basically, Nation (2001) includes the element of training in the definition of a strategy when he says, to deserve attention from a teacher, a strategy must involve choice, be complex, require knowledge and benefit from training, and increase the efficiency of vocabulary learning and vocabulary use. In addition, Lawson and Hogben (1996) conclude that there is a need to present strategies more directly during language teaching since students are not aware of their advantages. However, O'Malley and Chamot (1990) make us aware of the fact that strategy training is a complex process which requires committed and informed teachers who spend an extended period of time working with learners.

Furthermore, Chamot (2004) asserts that strategy instruction should be explicit, that is, the teacher should inform students about the value and applications of the strategies either within regular language course or as a separate course. O'Malley and

Chamot (1990) show that an explicit (vs. embedded or implicit) focus on metacognitive knowledge about learning processes is necessary to make them transferable to new learning tasks. Chamot (2004) also believes that culture and context influence LLSs by determining the demands of the task and the kind of learning strategies deemed effective.

Consequently, language teachers should help their students use learning strategies that will best accomplish their instructional goals. This involves taking into account students' level of L2 (English) proficiency (which can affect their ability to understand metacognitive explanations for how and why to use strategies), learning context, learners' cultural backgrounds, previous educational experiences, learning styles, etc (Renalli, 2003).

Training must also include opportunities for learners to monitor and evaluate their use of learning strategies (Sinclair and Ellis 1992). This necessitates pairing metacognitive and cognitive (direct) strategies to give students direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions (O'Malley and Chamot, 1990).

Particularly, research studies have been conducted providing guidance on strategy training though few empirical studies have tried to assess the success of such training. As examples, Bialystok (1983) carried out two experiments to investigate how L2 French learners could improve their ability to inference the meaning of words from textual cues. After the training, learners performed better in overall comprehension of a written text than providing the learners with picture cues or even

using a dictionary. Besides, Huang (2001) demonstrated the effectiveness of strategy training with EFL university students in Taiwan. After a six-month training period, the experimental group that received strategic instruction obtained considerable higher scores in EFL proficiency, learning motivation and strategy use than those who were not instructed in LLSs.

Apart from that, some guidelines for strategy training have also been suggested. O' Malley and Chamot (1990) developed a five-step strategy training model starting with strategy identification, new strategy introduction, strategy practice and, finally, strategy use evaluation, as reflected in the Table 2.4.

Table 2.4
Strategic Teaching Model

Assess strategy use with:	<ul style="list-style-type: none"> a. Think-aloud b. Interview c. Questionnaire
Explain strategy by:	<ul style="list-style-type: none"> a. Name it b. Telling how to use it, step by step
Explain strategy by:	<ul style="list-style-type: none"> a. Demonstrating it b. Verbalising own thought processing whole doing task
Scaffold instruction by:	<ul style="list-style-type: none"> a. Providing support while students practice b. Adjusting support to student needs c. Phasing out support to encourage autonomous strategy use
Develop motivation by:	<ul style="list-style-type: none"> a. Providing successful experiences b. Relating strategy use to improve performance

Source: O' Malley and Chamot (1990, p.158)

Oxford (1990) also has offered a long-term strategy training scheme suitable to EFL classrooms that, roughly speaking, shares many features with O' Malley and Chamot's teaching model (Table 2.5).

Table 2.5
Steps in the Strategy Training Model

-
1. Determine the learners' needs and the time available
 2. Select strategies well
 3. Consider integrations of strategy training
 4. Consider motivational issues
 5. Prepare materials and activities
 6. Conduct "completely informed training"
 7. Evaluate the strategy training
 8. Revise the strategy training
-

Source: Oxford (1990, p.204)

The first step involves assessing students' previous assumptions and beliefs in order to suit their learning needs, in consonance with the prior research on the relevant role played by learners' beliefs and attitudes in L2 acquisition. The second step recommends a careful selection of strategies to fit the task that has to be performed as well as individual learner differences, such as goals or learning style. Strategies are supposed to be useful for a wide range of language learning tasks beyond a concrete class.

Additionally, there are several recommendations or suggestions that can be provided for successful strategy training. Strategies should also be integrated into regular classes because they should not be regarded as a separate teaching. It has to be a gradual and progressive training process whereby learners are offered extensive practice. Learners should also be trained to take control of their affective factors,

such as motivation and anxiety. Moreover, L2 strategy training asks for direct handling of individual differences (e.g. beliefs, interests). Besides, this kind of training entails the use of a wide variety of activities, handouts, explanations, reference materials and homework; however, in view of the results that may be obtained, it is worth spending time on devising teaching materials.

Generally, teachers should make learners aware that they are being instructed into the use of particular strategies and that they will be valuable to facilitate the learning process. These strategies are to be overtly presented and practised. In addition to that, evaluation is an important aspect of strategy training, so learners should be oriented about how to assess their own learning progress and how strategies improved it. Finally, teachers should periodically revise the materials employed to ensure that they are still suitable for the learning progress.

2.8 Vocabulary Learning Strategies (VLSs)

Since this study concerns with VLSs employed by SSM students and after exploring the general theoretical framework, it is crucial then discuss the primary focus which covers VLSs. This section will try to explain the meaning of VLS. Afterwards, various types of strategies will be classified along with literature review of related issues on the subject of interest. In other words, it provides the current taxonomy used for the present investigation and such research studies on VLSs as well as stages of learning new vocabulary.

2.8.1 Defining VLSs

VLSs mean particular strategies of LLSs that aim on enabling learners acquire a new vocabulary of a target language. However, the definition of VLS has not been clear even with the broad studies that addressed this topic over the past. Fan (2003) outlines five main stages as described by Brown and Payne (1994) in the lexical learning process which are involved in VLSs as obtaining resources for new words, understanding meanings, understanding new word forms visual and/or auditory, having concise knowledge in relating forms and word meaning, and word application.

Additionally, Schmitt (1997) refers the general explanation of LLS as pointed out by Wenden and Rubin (1987) that it refers to a collection of steps, operations, routines, and plans that a learner used to enhance the cognitive process in language learning, meaning that VLS could imply anything that influences this cognition instead of the general process defined. (Wenden and Rubin, 1987). Apart from that, Nation (2001) later illustrates the features of this strategy, which are regarded fundamental to LLSs rather than giving an exact VLS definition. He argues that a vocabulary learning strategy has to (a) Encompass choice, to mean choosing from various strategies; (b) Be multifaceted because of the different stages in learning; (c) Necessitate understanding and value from training; and (d) Enhance the process of learning and using vocabulary.

Shortly and as it has been mentioned before that VLSs have several benefits for students (EFL), so in other words, these different strategies are applied in vocabulary learning which are supposed to be directed and that facilitate learning and use of a

FL vocabulary. Apart from that, Catalan (2003) relates the LLS definition by Wenden and Rubin and the idea of VLS by Schmitt come up with her definition. She defines VLS as the understanding of mechanisms (practices and strategies) applied in vocabulary learning and the stages or practices students engage (a) to discover the meaning of new words, (b) to maintain them in lasting memory, (c) to remember them, and (d) to apply them in written or oral language.

2.8.2 Taxonomies of VLSs

The taxonomies of VLSs are considered as debatable as the definition is. Several studies propose various taxonomies (VLSs) depending on the criteria set by the researcher. Following this, Fan (2003) concludes that there is no ideal categorization and any distinct strategy may occur in any group based on the subject matter. Apart from that, numerous classifications of VLSs have been pinpointed including those by Nation (2001), Gu and Johnson (1996), and Schmitt (1997) the most exceptional.

At first, Gu and Johnson (1996) administered a questionnaire combining strategies that learners use and drawing out the beliefs of the students about learning vocabulary. Gu and Johnson divided them into three classifications: cognitive strategies, beliefs, and metacognitive strategies, which were sub-grouped into six ones. Secondly, Nation's (2001) VLS classification splits three diverse aspects concerning the acquisition of vocabulary as the first addresses strategies instead of metacognitive in the scope of preparing the experience of learning, the second addresses the process of gathering information regarding lexical items and the last

part addresses the ways of acquiring vocabulary, which are, perception, recollection and generation.

Despite the classifications, Catalan (2003) claims that Schmitt's (1997) taxonomy of VLSs has many advantages, as its appropriateness in being used as a standardized assessment and to collect learner's answers efficiently. Besides, it is founded on memory theories and learning strategy theories. It is also technically simple, which means classification, coding, classification and handling data in computing software packages is simple. Thus, quantitative data used in the present study will be based on Schmitt's taxonomy, although adapted to the objectives of this study. Table 2.6 summarised the taxonomies of VLSs (Schmitt's taxonomy of VLSs).



Table 2.6
Schmitt's Taxonomy of VLSs (Schmitt, 1997, p. 207-208)

Dimension	Discovery	Consolidation
Determination	Analyse part-of-speech	-
	Analyse affixes and roots	
	Check for L1 cognate	
	Analyse any available pictures or gestures	
	Guess from textual context	
	Bilingual dictionary	
	Monolingual dictionary	
Social	Word lists	Study and practise meaning in a group Teacher checks students' flash cards or word lists for accuracy Interact with native-speakers
	Flash cards	
	Ask teacher for an L1 translation	
	Ask teacher for paraphrase or synonym of new word	
	Ask teacher for a sentence including the new word	
	Ask classmates for meaning	
	Discover new meaning through group work activity	
Memory	-	Study word with a pictorial representation of its meaning
		Image word's meaning
		Connect word to a personal experience
		Associate the word with its coordinates
		Connect the word to its synonyms and antonyms
		Use semantic maps
		Use 'scales' for gradable adjectives
		Peg method
		Loci method
		Group words together to study them
		Group words together spatially on a page
		Use new word in sentences
		Group words together within a storyline
		Study the spelling of a word
		Study sound of word
		Say word aloud
		Image of word form
		Underline initial letter
		Configuration
		Use keyword method
		Affixes and roots/parts of speech, Paraphrase word meaning,
		Use cognates in study
		Learn words of an idiom together
		Use physical action
		Use semantic feature grids

Cognitive	-	Verbal repetition Written repetition Word lists Flash cards Take notes in class Use the vocabulary section in your textbook Listen to tape of word lists Put English labels on physical objects Keep a vocabulary notebook
Metacognitive	-	Use English-language media (songs, movies, newscasts, etc.) Testing oneself with word tests Use spaced word practice Skip or pass new word Continue to study word over time

2.8.2.1.1 Discovery Strategies

Understanding the meaning of new lexical items is primary task that a vocabulary student has to accomplish.

2.8.2.1.1.1 Determination Strategies

According to Schmitt (1997), determination strategies are applied when identifying the meaning of an unknown word without consulting another person's skill. This implies that students could attempt to deduce the meaning of new words or refer to relevant materials.

Guessing strategies are critically fundamental in finding the meaning of new terms. Definitely, they have been incorporated in all three classifications mentioned above (Nation categorized it as noticing and Gu and Johnson as cognitive). These strategies involve guessing from basic language knowledge, from L1 equivalent and from

context. The evaluation of word morphology or distinct parts of speech may provide clues to deduce the meaning of a word. Therefore, instructors give their students lists of usual suffixes and prefixes with their meanings so that they can presume meaning from a specific affix in a new word as well as learners may identify a related term in their L1 that looks like L2 term thereby deduce its meaning.

Furthermore, Laufer (1997) cautions of the risk of L1 cognate comparison or word part analysis. She opposes the fact that a term is the total of its segments, (i.e. shortcomings) does not necessarily imply refer to short visits, but 'defects'. In the same way, idioms cannot be interpreted by splitting them such as in, 'kick the bucket' referring to 'dying'. Concerning guessing from the context of a text, to deduce the meaning of a term from its context is common to students as they look for the meanings of unknown terms. Numerous hints can facilitate the learners' inference of new terms like in the topic, which provides a summary of the text, the title and other hints associated with speech, such as anaphora, redundancy, punctuation or intonation, which enables learners to improve their ability to find out the meaning based on the context.

Apart from that, Nation (1990) points out that indirect learning is the suitable approach to handle the acquisition of many vocabularies, for example, contextual learning of unknown terms through wide-ranging listening and reading, or group work activities of problem solving. However, although contextual learning may be appropriate in improving work knowledge, novices cannot begin learning from context up to the time they familiarize themselves with basic vocabulary in order to be equipped to understand the reading content. Schmitt (1997) also stresses the fact

that predicting meaning from context could consider a key foundation of lexical learning. However, for guessing to be resourceful, a student must have background knowledge of the text and to have acquired sufficient vocabulary level as well as if there are no adequate hints in the context, the student might encounter challenges.

Unlike guessing strategies that can serve as techniques of accidental learning, reference materials involve a deliberate approach to learning vocabulary. Incorporated in all classifications (Nation's classification as part of the procedure of exploring new terms and in Gu and Johnson's as a subdivision of cognitive strategies), Nation (2001) notes that dictionaries suitable means for several aspects as follows:

- a. Comprehension (decoding): Exploring new terms encountered in reading or listening as well as crosschecking guesses regarding the meaning of a word, and translating.
- b. Production (encoding): Checking spelling, meaning or pronunciation of new terms as well as the terms used for writing, speaking and translating.
- c. Learning: Using new terms to improve language skills or knowledge.

Additionally, this researcher puts emphasis on the importance of proficiency in using dictionaries, instructing learners on their appropriate and capitalizing of the various descriptions associated with the word, not the meaning of the word alone. Besides, Nation (2001) offers a comprehensive description of various dictionary types: bilingual, monolingual, and bilingualized (meaning they have an explanation contained in a monolingual dictionary and an extra translation of the main term. Monolingual dictionaries usually have extensive information about words, but

learners that are less proficient in L2 language might encounter challenges in making inferences of the meaning. On the contrary, bilingual dictionaries are most appropriate in enabling students comprehend the meaning of a word and can be applied mutually in languages, that is L1-L2 and L2-L1.

However, critiques oppose them since they support translation and cause learners to have a false impression that all word meanings have a corresponding cognate in another language, apart from having insufficient description of the usage of the word. This idea causes Nation (2001) to propose that both dictionary types be used collectively. In other words, checking every unknown term from the dictionary may become a safe haven for students.

Finally, Schmitt (1997) treated flashcards and word lists as materials for reference, but they are contained in the classification of memory strategies thereby kept for later explanation. Schmitt (1997) recognizes “the correspondence of categories and strategies while he states that majority of the consolidation and discovery strategies could be possibly be treated as consolidation strategies, but the key ones are the only highlighted in both classification parts” (p.206).

2.8.2.1.1.2 Social Strategies

Since the ‘social’ strategies fail to demonstrate similar acceptance in all classifications of VLSs so, even though Schmitt (1997) came up with an independent classification, other researchers such as Nation (2001) or Gu and Johnson (1996) do not refer to them. This shows that they are regarded to have an insignificant role in acquiring vocabulary as many scholars argue. In general, Schmitt (1997) refers to

social strategies as the strategies applied in the understanding of the meaning of a word meaning by taking into account those conversant with it. Nonetheless, some social strategies do not involve the determination of meaning. Some strategies can be applied when consolidating knowledge. Therefore, this category can be regarded as being two-dimensional.

While attempting to find out a word's meaning, an instructor often acts as the most important source of material by offering the cognate word in the L1, definitions, example of usage or an equivalent word. Furthermore, peer learning from friends, classmates or group activities can also enhance student's learning through by minimizing knowledge gaps among them. Basically, in the consolidation strategies category, those processes that cause students to practice the use of new terms in pairs or groups through interviews or role-plays can be fundamentally productive in acquisition of vocabulary (Schmitt, 1997).

2.8.2.1.2 Consolidation Strategies

The second stage of acquiring vocabulary involves attempting integrate already learnt words in order to understand them and stick them in memory. Apart from the part of social strategies previously illustrated, memory, cognitive and metacognitive can as well be applied.

2.8.2.1.2.1 Memory Strategies

Memory strategies are methods that connect existing knowledge with new content (Schmitt, 1997). Strategies like these are among the oldest and they are rather

considered as traditional. In the process of classifying VLS, Gu and Johnson (1996) differentiated two types of memory strategies: encoding strategies (imagery, audio and visual memories), and rehearsal (repetition visual and oral), which resonate with the way Schmitt (1997) differentiated deep strategies and rote learning.

All those strategies help students to retain new words in their memory and then recall them when necessary especially during communication. They also increase the speed and ease with which students learn and recall since they enhance the assimilation of new content into current cognitive elements. Therefore, memory strategies can have the following subgroups (Oxford, 1990) into:

1. Creating mental connections:

a. Peg method: This approach entails the categorization of language content into significant units to that can be remembered easily by minimizing the amount of dissimilar elements. Dissimilar elements are connected by with a hook or peg. As Schmitt (1997, p.213) explained, the first stage is to memorize a rhyme such as “one is a bun, two is a shoe, three is a tree, etc.” Then a visual of the word for recalling is generated together with the peg word. In a case where the first word for recalling is chair, then a visual of a bun (peg word) on a chair is made. Reciting the rhyme retrieve these images, consequently acting as reminders of the target words.

b. Associating/Elaborating: This entails associating new terms to ideas presently in memory with significance to the student, even if it is absurd to other people. Word relations such as antonym, coordination (various primates), synonymy, among others, are deemed very significant (Schmitt, 1997).

c. Grouping: Learners can come up with significant word groups based on various criteria, for instance, words with similar spelling, meaning (objects, animals), and word classifications (nouns, adjectives) so that they can remember them efficiently.

d. Context embedding: This strategy involves positioning a phrase or word in a logical sentence, story or discussion to recall it. Without a doubt, this association links new terms with specific contexts. This process is referred to as the strategy of narrative chain where words are related with the plot (Ruutemets, 2005).

2. Applying images and sounds:

a. Imagery: It entails relating an image to a term or generating a mental picture of ideas learned or heard in target language so that the learner can recall it. The picture can take the form of an object, for example, the word 'foreman' may be imagined as a person who takes the lead in a specific context despite the fact that a student may sketch the new term (Oxford, 1990).

b. Loci method: Oxford (1990) describes it as an ancient approach in which orators used to recall an extensive discourse by relating various parts of speech with distinct house or temple rooms, and then walking through the rooms. The same method can be used for unrelated terms. Spatial memorization of particular elements can also be engaged (recalling specific positioning of image or terms on a page).

c. Semantic mapping implies coming up with connections that a term has and consequently plotting the outcomes (Sokmen, 1997). This strategy entails the arrangement of terms and relationships (antonym, coordination or synonymy) into an

image to generate a semantic map, that is, a figure comprising of a key idea at the top or center and associated concepts and words connected through arrows or lines. It involves various memory strategies, such as grouping, association/elaboration, or use of imagery, to visually demonstrate relations between (Oxford, 1990). In the same way, McCarthy (1992) defines grids as the process of listing properties or characteristics on a horizontal axis and relating words by based on similar meaning elements on the vertical axis. McCarthy recommends the use of this strategy to demonstrate variations in meaning of words that are related semantically.

d. Keyword method: It necessitates the creation of a visual and auditory connection between the target word and a term in L1 that sounds similar. Two steps are involved in this strategy: first, learners pinpoint a term they are conversant with in their language and that which appears like the new term ('auditory link'). Afterwards, they generate a visual picture of the interaction of new term and the accustomed one ('visual connection'). The two links are relevant for students' vocabulary learning. (Oxford, 1990).

e. Representing sounds in memory: This strategy enables learners to recall through auditory depictions of sounds after listening. The student relates new terms with those he/she is already familiar with. Using rhymes to recall a particular term is among the most regularly applied methods; for instance, James makes a pointless rhyme: "I with my carrot I knockout a parrot. The parrot thought I was angry". Nevertheless, rhymes are among the various methods of expressing sounds in memory. (Oxford, 1990, p.63).

f. Employing action: This relates to strategies that necessitate physical reaction or impression. Therefore, the approach of ‘Total Physical Response’ (Asher, 1966) permits students to initially keep quiet and instead engage in gestures and movements. The strategy employs rhymes, stories and orderly songs to enable learners to do according to the expressions or words (Schmitt, 1997).

g. Spaced revisions: Organized review, or as Irene Thompson (1987) terms it spaced practice, is particularly significant in remembering the learned content in the target language. It concerns corrections in intervals, at first adjacent and then spread out more widely. This subcategory also comprises of self-tests and they serve the same function.

2.8.2.1.2.2 Cognitive Strategies

While borrowing from Oxford’s (1990) definition, Schmitt defined cognitive strategies as a learner’s technique of transforming or manipulating target language. The application of mechanical methods (oral and written repetition), which other researchers regard as memory strategies (Gu and Johnson, 1996), Schmitt categorizes them as cognitive because their link with mental manipulation is not obvious (Schmitt, 1997) as the previously explained strategies. Schmitt (1997) claims that this type of strategies lacks depth and may be more appropriate for starters since they have less content, which confuse them, while middle or advanced students can find value from the context contained in profounder activities. Cognitive strategies can have the following sub-groups:

1. Rehearsal: Written and verbal reiteration of acquainted words may be significant for novices to familiarize themselves with new terms.
2. Mechanical means:
 - a. Flash cards or word cards: In learning, these materials act as discovery strategies and a way of combining the knowledge of words. Some teachers may regard learning vocabulary out of context as going to old-fashioned learning methods. However, Nation (2001) outlines the resourcefulness of such techniques in terms of learning speed and volume. Direct vocabulary learning from word cards provides learners with the ability to determine and assess their advancement and success. Word cards also portable and students can use them to learn new terms as well as revise familiar terms outside the classroom context. Generally, students should not take up the impression that learning from flashcards implies that the terms are learned repeatedly. Conversely, this type of learning is just a preliminary phase of learning a specific term and additional experience with the terms through listening, speaking and reading is very necessary.
 - b. Note-taking/word lists: Note taking in the classroom environment is a learning strategy that permits learners to carry out their own arrangement on gathered information or content and to conduct extra revisions. Schmitt and Schmitt (1995) investigated the significance of possessing a notebook for vocabulary learning that facilitates lexical learning the importance of keeping a vocabulary notebook that enhances lexical acquisition and they suggested a continuing growth of information; to

begin with, learners are instructed to put down two words (a pair of (L2-L1). At that time, they ought to increase the information afterwards (from examples of use to simple translation, derivative terms, among others).

2.8.2.1.2.3 Metacognitive Strategies

Schmitt (1997) refers to metacognitive strategies as an intentionally conceived impression of the process of learning and decision making concerning the planning, evaluating or monitoring the most appropriate techniques of studying. In contrast to the strategies discussed previously, metacognitive strategies involve indirect management of lexical acquisition. However, they tend to be exceedingly fundamental due to the fact that they appear in all the established classifications although with dissimilar tags. Gu and Johnson (1996) describe them as ‘metacognitive regulation’, that consists of attentive focus (the knowledge of the key subject or content of learning) and self-initiation (looking for learning opportunities); while Nation (2001) takes them in classification that he calls ‘planning’.

Consequently, Schmitt contends that learners have to experience the target language through means possible, through either movies, books, or the Internet. Students also have to take part in activities that deal with communication with native language speakers. Learners should also find out regularly whether the process of learning vocabulary is successful and whether the applied strategies of learning strategies satisfy their demands. Lastly, they should control the process of studying L2 vocabulary as well as the amount of time required (Schmitt, 1997).

Briefly, it is essential that students be responsible of their own process of learning. As Nation (1998) points out, regardless of the effort of the teacher or the content presented by the course book, at the end of the day, the student is the one that learns. The more students gain knowledge of the most appropriate method of learning, the more improved learning becomes.

2.9 Stages of Learning New Vocabulary

Understanding the construction of learning strategies are considered critical in drawing guidelines for particular strategies in learning new vocabulary. In other words, an understanding of the development of VLSs is crucial in coming up with guidelines for such effective strategies in acquiring a new vocabulary (FL). The following five sections in the literature review will explore numerous strategies that are regarded as effective in all five stages of vocabulary learning.

Several researchers have proposed the concept of distinct stages in the course of vocabulary learning. These include Hatch and Brown (1995) and Brown and Payne (1994, cited in Hatch & Brown 1995). In a paper by Brown and Payne (1994, cited in Hatch & Brown 1995), presented at the TESOL convention, the researchers outline five critical stages of vocabulary learning, including (a) having resources for dealing with new words, (b) obtaining a clear visual or auditory image of the form of a new word, (c) deciphering the meaning of new words, (d) drawing a strong connection between the form and the meaning of a new word, and (e) applying or using the new word.

In addition, according to Hatch and Brown (1995), vocabulary learning progresses through five stages. At each stage, the task concentrates on a specific aspect of learning, and the learner's need to apply certain strategies in order to solve a specific issue. The five critical stages in acquiring a vocabulary are as follows: coming across a new word, obtaining the meaning of the word, integrating the form of the word and its meaning in memory, and applying the word in conversation or any other form of use. The discussion in the following section reviews some particular VLSs and activities that may be useful at the various stages of vocabulary learning. This review will form a basis for later comparisons of the findings.

2.9.1 Stage 1: Encountering New Words

At the first stage of vocabulary learning and development, several strategies may be applied. They include highlighting or underlining any difficult words encountered. In addition, one could emphasise critical words or examine the repeated words. Such exercises also involve deciding at what level the word falls, in terms of difficulty, among other decisions. Here, however, the focus will be on 'guessing strategies' since they are divided into three types as, guessing from the contexts, guessing from the pictures, and guessing from the morphology of the word. Learners may adopt the above strategies to guess contexts through the activation of background information held on parts of speech, such as adjectives, nouns, and verbs, parts of a sentence, such as nouns (subjects and objects) and predicates (past, present, and future), as well as other grammatical elements, such as plurals, and singulars. In addition, EFL learners may use word morphology through syllabification. Good guesses could also be made from pictures, illustrations, or charts that accompany the text.

2.9.1.1 Using Guessing Strategies

Generally, it is critical to exploit everything that is associated with the new vocabulary before consulting a dictionary. Such a strategy has the ability to develop the learner's vocabulary, enhance their critical thinking capacity, and save time. Another potential product of the guessing strategy is that students may learn to read and learn faster (Abdulwahab, 1997). Guessing may also be a useful strategy for students since it is a tool that encourages the making and testing of predictions (Liu and Nation, 1985). Several theories that support the application of guessing strategies that derive meanings within context claim that teaching new words in context could stimulate guessing while enhancing vocabulary growth. Mokhtar, Rawian, Yahaya, Abdullah and Mohamed, (2009) investigated seven strategies (VLSs), including metacognitive regulation, dictionary strategies, guessing strategies, rehearsal strategies, encoding strategies, note-taking strategies and activation strategies, to categorize learners on account of their VLSs preferences, and to evaluate the effect of preferences on vocabulary acquisition. They established that only two strategies, guessing and dictionary techniques, among the seven examined, were preferred by the participants.

Teaching vocabulary through traditional instructional methods has been deemed ineffective and time-consuming (Al-Otaibi, 2004; Al-Wahibee, 2000). For instance, using a dictionary to learn the meaning and usage of a new word at stage one is highly impractical. On the other hand, adopting guessing strategies are justified, since the English vocabulary is vast. At stage one, students require practical and effective strategies, as opposed to consulting dictionaries or asking their teachers or

colleagues the meanings of all the words that come across. According to Nation (1990), considering that there is a large number of low frequency words, which have a narrow range and occur infrequently, it is better to teach learners strategies for dealing with such words rather than teaching the actual words.

In the first stage of encountering new vocabulary, guessing strategies are appropriate for both advanced and intermediate L2 learners, who have already attained the high-frequency vocabulary level. Numerous strategies may be employed, which can effectively assist L2 learners to predict, learn, as well as memorise new words. This section focuses on three major guessing strategies, including guessing from pictures, contexts, and word morphology. According to Chazal (2007), learners that apply guessing strategies rely on their background knowledge and exploit linguistic clues such as the grammatical construction of a sentence to decipher the meaning of a word. In addition, according to Oxford (1990), effective FL learners often make educated guesses when they come across new words. Conversely, less adept learners will likely turn to a dictionary, which could further hamper their progress toward proficiency in FL.

2.9.1.1.1 Guessing from Context

Learning to decipher meanings from words from their context is a critical skill. It facilitates logical thinking in learners through having to look around the word to obtain clues (Clarke & Nation, 1980; Liu & Nation, 1985; Nation, 2008). If students learn how they can guess the meanings of unfamiliar words within sentences, it will save them time in class and they will read faster and easier. In addition, they will

comprehend what they read better. This strategy seems to be most beneficial to EFL learners, particularly from intermediate to advanced levels. Deciphering the meanings of new words in context is considered as one of the deepest levels of processing. It also facilitates memory since FL learners have a chance to make use of semantic features to comprehend and differentiate word meanings (Bahrick, 1984).

Additionally, guessing within context can facilitate more effective language learning (Bahrick, 1984). According to Lai (2005), guessing from a context perspective is the most effective vocabulary learning strategy. Apart from that, guessing from context as a strategy can be further divided into three major forms. These include guessing from context by consulting background knowledge regarding parts of speech, sentence construction, and other grammatical elements.

A. Parts of Speech

Vocabulary pre-reading represents the first stage of vocabulary development (Aebbersold & Field 1997). Here, a learner can find the meaning of a word from its position and function. Readers have an opportunity to observe patterns associated with grammar and structure where a word is used and the phrases that appear before and after it, which are referred to as the collocations. An understanding of the basics of parts of speech in the English language can facilitate the making of good guesses and learning of new words. The following examples will demonstrate the concept of guessing new word meanings through guessing.

- and his sister ate the apples.
- John ate a apple.
- John will an apple.
- John ate an apple ly.

B. Sentence Parts

Learners (EFL) that have some basic form of grammatical knowledge of the language in question have the ability to predict meanings of words within specific contexts. Grammar has a key role in reading comprehension, considering the structure of a well-constructed sentence can help a learner or reader to distinguish between a doer and an agent. A learner is also able to determine what is the action taking place and the object in the sentence. More critically, a well-constructed sentence can facilitate guessing of meanings for many new words by presenting the time an action was taken and by giving answers to why, how, and where questions.

C. Other Grammatical Features

In order to guess the meaning of such difficult words correctly, learners can also rely on grammatical features, including plural and singular forms, punctuation, question words, and transition signals. According to Aebersold and Field (1997), at the present stage of vocabulary development, content has an opportunity to examine the content in the difficult word's environment and study the structure of the word in order to guess its potential meaning.

2.9.1.1.2 Guessing from Pictures

In addition to the widely acknowledged effectiveness of meaning determination through reading, looking at accompanying pictures can be useful in the course of teaching languages (Kost, Foss, & Lenzini, 1999; Sadoski & Paivio, 2001). Pictures motivate learners to read and sustain their attention (Wright, 1990). In addition,

pictures can facilitate language education by virtue of relaying real images into the into the language classroom's unnatural environment (Hill, 1990).

It is often quipped that 'a picture is worth more than a thousand words.' This popular saying reinforces the idea that learners can take advantage of pictures to build their vocabulary. Learners may guess the meanings of new difficult words by examining the associated pictures within books. For example, Wright (1990) claims that images can be highly useful in illustrating the meanings of unfamiliar words. The following example obtained from the Saudi English students' book illustrates how several words can be guessed from a single picture, including throw, missed, trash-bin, litter, garbage, etc. Such guessed can save time in class and facilitate the integration of new word meanings in students' minds. Afterwards, students may ascertain the meanings of new words by consulting either their teacher or the dictionary.

Conversation

A. Listen and practise.

Badr : Oops! I missed the trashbin.

Mother : I can't believe it Badr. How many times have I told you not to throw your trash on the road.

Badr : Don't worry Mom, the cleaners will collect the garbage.

Amr : He always does that at school. Our teacher warned him not to litter.

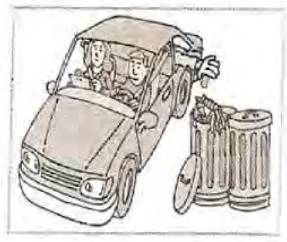
A cartoon illustration of a car with a driver and a passenger. The car is on a road, and a trash can is shown on the ground next to it. The car is a simple, stylized drawing with a brown body and a black roof. The trash can is a simple cylinder with a lid. The background is a plain white surface.

Figure 2.1: An Illustration of a Brief Conversation in the Saudi English Curriculum (Student's Book, Third Intermediate Level, unit 5, lesson 3, p. 44).

2.9.1.1.3 Guessing Based on the Morphology of the Word

EFL learners can take advantage of proper English roots, suffixes, and prefixes to unravel the meanings of thousands of derived and transformed words, which could comprise up to 50% of words in use in majority of English texts. This implies that approximately 50% of English vocabulary is complex, which may bear a root with a suffix or a prefix, or both. Pittman (2003) points out that prefixes, roots, and suffixes are the word parts that are employed the most, and they numerous combinations contribute up to 50% to the English language. In addition, considering the rapid technological innovations and cultural integration, the English vocabulary continues to expand. Nevertheless, most of the complex words as described above consist of simple word elements, such as roots, prefixes and suffixes, which have rather familiar definitions. This makes it relatively easy for many EFL students to acquire them. Students who employ such strategies are able to identify difficult or compound words while reading and writing. They are also able to break down any words that are unfamiliar into their constituent part and then draw meanings by considering the application and the meanings of the parts.

Another effective approach in vocabulary development is relying on word families that share similar roots, suffixes, or prefixes. An understanding of root words offers key tools that can be used to predict meanings for similar word forms (Beers, 2003). In a previous study, Sorbi (2010) reported that participants who guessed word meanings using prefixes, suffixes, and roots could read faster and comprehend text. The students who demonstrated a higher capacity to predict word meaning could understand text better.

Being conversant with prefixes and suffixes in the L2 environment could facilitate the grasping of meanings of new words well before they are looked up in dictionaries. In addition, such strategies can assist learners discern that sentences are often constructed with word families that display similar elements. According to Nation (2001) “a knowledge of affixes and roots has two values for a learner of English: it can be used to help the learning of unfamiliar words by relating these words to known words or to known prefixes and suffixes, and it can be used as a way of checking whether an unfamiliar word has been successfully guessed from context” (p.264).

In addition, it is necessary to have different kinds of knowledge in order to be able to use word parts effectively. A learner has to be able to comprehend that, a word is made of several different parts. Also, that part may be found in the use with other words. In a study to investigate the skill aspect on learning word form, Nation (1990) observes that learners require three skills in order to be able to exploit affixations. These include the ability to break a new word into the affixes and roots in order to learn the two separately while emphasizing each part, being familiar with the numerous possible meanings of each part, and being able to associate the distinct meanings with that of the whole word.

In order to effectively guess the meaning of many English words, one has to be familiar with equally numerous roots and suffixes. This makes the strategy more appropriate for either intermediate or advanced EFL learners. Using the strategy involve strategy requires an ability to recognize the most critical word parts in the English language. For instance, students may begin with learning around 20 high

frequency prefixes and suffixes. They also need to be able to distinguish them when they occur in varied forms and associate the meanings of the parts with those of the word (Nation & Meara, 2002).

2.9.2 Stage 2: Getting the Word Form of the New Word

An additional aspect that is key in knowing a word is the 'form.' Understanding the form of a word includes being conversant with its spelling, pronunciation, the inflections, derivations, as well as additional knowledge on its structure. This section, which addresses the second stage of vocabulary development, i.e. getting the word form of the new word highlights why it is critical to consider coming up with strategies that assists students to learn the written form, the spoken form, and parts of the novel word. At the present stage, there are particular strategies that could be effective, including applying morphology (division of a new word into its roots and affixes), consulting the teacher or colleagues, consulting native speakers about the form, or consulting dictionaries or books that explore spelling rules. Here, the focus will be on two key VLSs, including the 'use of dictionaries' to learn features such as spelling, stress, syllables, parts of speech, pronunciation, meanings of major prefixes and suffixes, word history, other word derivations, if it is capitalized or abbreviated, or whether there are any special plural forms, and 'spoken and written repetition' to practice both pronunciation and spelling of novel words.

2.9.2.1 Using a Dictionary to Learn the Form of a New Word

Word form is often defined as either the phonological/orthographic sound or appearance of a word. One may learn a new word form through numerous ways.

Using a dictionary is one of the best strategies. Using a dictionary can assist a learner understand some aspects that are associated with the form of the word in question. For instance, a dictionary could present spelling, pronunciation, syllables, stress, meanings of key prefixes and suffixes, parts of speech, the history of the word, other word derivations, if the word ought to be capitalized or whether it is an abbreviation, and if there is a special plural form (Beech, 2004; Bilash, William, Gregoret, & Loewen, 1999; Gonzalez, 1999; Prichard, 2008; Wingate, 2004).

According to Nation (2005), there are several effective ways to teach word form. These include 1) spelling dictation: a teacher states words or phrases and the learners write them down, 2) pronunciation: the teacher writes down words on the board and the learners pronounce them with the teacher offering feedback, and 3) Word parts: the teacher writes down words on the board and the students distinguish the constituent parts and offer the meanings of the different parts. Nation (2005) adds that the process of learning a new word's form includes adhering to rules of spelling, recognizing constituent word parts, and constructing word family tables. Dictionaries, which represent proper tools for learning spelling, can also assist students to learn parts of speech in words. Information on parts of speech reveals to a learner the role of each entry within a sentence, outlining whether a word is a verb, noun, adverb, adjective, or another part of speech. Consequently, a dictionary offers numerous insights on the written form of a new word.

Dictionaries can also be used to improve pronunciation, as part of learning new word forms. Dictionaries reveal the number of syllables in a word, as well as the parts that require stressing. In addition, dictionaries may reveal whether there is more than one

pronunciation, so that the learner may choose one that they are comfortable with. While learning new word forms with guidance from dictionaries, EFL learners can also find out syllable breaks to determine how the word ought to be sound in speech. Electronic dictionaries are also available, which offer an opportunity to hear the proper pronunciation and read the associated phonetic transcription.

Learning new word forms through dictionaries is not influenced by whether the dictionary is monolingual or bilingual, paper or electronic, as long as the dictionary in question provides critical information regarding spelling, pronunciation, and parts of speech of the new word. Dictionaries exist in diverse forms, including books, internet-based dictionaries, CD-ROMs, general dictionaries, as well as specialized learners' dictionaries. Different type of dictionaries offer varying advantages and disadvantages, with regard to size, weight, breath of information, ease of use, ease of finding words, shape, weight, pronunciation sound files, pictures, among others.

Consequently, a learner should carefully choose a dictionary that contains certain minimum features, including spelling, pronunciations, and parts of speech for every entry. Nation (2008) contends that learners' dictionaries offer more features that are useful to learners, such as syllabification, grammar, collocation, frequency, register appropriateness, meaning, as well as guidance on common errors. Electronic dictionaries are highly favoured by EFL learners, since they offer audio pronunciations. Moreover, electronic dictionaries contain a lot of information. They are more portable compared to paper dictionaries, and seem to be easier to use and operate for EFL students compared to paper versions.

Dictionaries are generally valuable for L2 because it eliminates the need to raise hands to consult an instructor, in turn saving valuable time. Additionally, dictionary use could promote autonomous learning by allowing learners to develop their vocabulary outside the classroom. In order to take advantage of the merits of the present strategy, it is instructive to plan classroom activities around a dictionary.

2.9.2.2 Spoken and Written Repetition

The aim of the spoken and written repetition as a strategy for vocabulary development emphasizes the learning of new word forms. In such as case, the specific word is isolated from the text and its form concentrated on, as opposed to the meaning, application, or any other aspect of vocabulary studying. In order to be able to learn the form of a new word, it is critical to participate in its repetition, both spoken and written (Al-Qarni, 2003; Chen & Truscott, 2010; Webb, 2007). For the present strategy to be effective, it is critical that the learners listen the proper pronunciation of the word from an appropriate source such as a teacher, a native speaker, or an electronic dictionary. Carefully listening to the new words could facilitate learning of new word, especially when focusing on its pronunciation.

Furthermore, an instructor could advice the students to write down the word immediately they hear it, in order to benefit from auditory memory. Copying the specific word from the blackboard could also enhance the understanding of the word's grammatical features. According to Gu (2003), students are most likely to forget learning a new word almost immediately after the initial revelation, and it will

fade from memory gradually with time. Therefore, students should begin repeating a new word soon after they have encountered it.

Each time a learner reads a word loudly, they reinforce the word form in their mind. Consequently, the more a word is repeated, the faster an individual's vocabulary is updated. Such an activity ensures that the word or its form is committed to memory for a prolonged period. On the other hand, there are certain repetition strategies that are recommended in the first steps of vocabulary development. For instance, according to Carter (1987), initial vocabulary can be acquired quite effectively and rapidly through techniques such as rote learning, which might not be deemed appropriate or respectable in other contexts.

Another technique entails keeping a list of specific words that one wants to learn and regularly referring to it and repeating the appropriate spelling and pronunciation in private, until one masters the two aspects of the word. This is in consideration of the fact that class time is often limited and may not allow for adequate repetition (Al-Qarni, 2003). In addition, there is no specific number of words that can be listed. Researchers have attempted to determine the appropriate number of word that may be listed. They conclude that the length of the list generally depends on how difficult the words under study are (Gu, 2003). In addition, a list of between 20 to 30 words would be reasonable per class for intermediate EFL groups (Hamza, 2009).

Word lists can also be employed for rehearsals. Regular rehearsals can significantly enhance long-term memory. Although it often takes about 10 repetitions to learn a new word's form, there is no specific number of repetitions that guarantees mastering

a new word (Huckin & Coady, 1999). In a study exploring the role of repetition in acquiring vocabulary among 121 Japanese students learning English, Webb (2007) employed 10 tests in assessing understanding of orthography, grammatical functions, association, meaning, form, and syntax. The study investigated word acquisition at various levels with various repetition frequencies, revealing that there was an increase in knowledge acquisition with an increase in number of repetitions. In addition, results of studies on the effect of repetition show that if the aim of repetition is to improve memory, a learner can acquire a large number of words within a relatively short period.

2.9.3 Stage 3: Getting the Meaning of the Word

Being familiar with a word's equivalent in L1 does not guarantee vocabulary learning. Monolingual dictionaries, as opposed to bilingual dictionaries, offer more than just the meaning of the word being looked up. EFL learners using monolingual dictionaries have an opportunity to learn potential varied meaning of the new words, antonyms, synonyms, collocations, and any special phrases. They could also take advantage of information presented in icon or pictorial forms within the dictionaries.

Using a picture dictionary can help a learner acquire word meaning more effortlessly and faster, considering the visual depiction of meaning. This part of the literature review addresses the third stage of vocabulary learning and development (i.e. getting the meaning of the new word). Some of the beneficial strategies at this stage include looking up L1 cognates within bilingual dictionaries, associating the new word with familiar words, imagining the meaning of the novel word, grouping of words,

paraphrasing the word, using physical action, and consulting someone else on the meaning of the word, either a colleague or a teacher. This section will focus on two key learning strategies, including the use of monolingual dictionaries and the use of picture dictionaries.

2.9.3.1 Use of Monolingual Dictionaries

There is a growing body of research on the use of dictionaries, particularly in vocabulary learning (East, 2007; Laufer & Hill, 2000; Nation, 2008; Nation & Gu, 2007). According to Eeds and Cockrum (1985), dictionaries are critical tools of learning for both first language and second language learners. Dictionaries are the first tools that FL learners seek to obtain (Baxter, 1980; Luppescu & Day, 1993). In a study examining the vocabulary learning strategies of Japanese EFL students in a university, Luppescu & Day (1993) established that individuals' students used dictionaries in the course of learning reported better results. Another study examining the effect of dictionary use on comprehension and vocabulary development when reading and established that students who made use of dictionaries and guessed meanings within context acquired more vocabulary following reading sessions and remembered more words after several weeks (Knight, 1994).

As earlier mentioned, there are two vocabulary learning strategies, including guessing and dictionary use, which are preferred by participants in a study, out of seven strategies (Mokhtar, Rawian, Yahaya, Abdullah, and Mohamed, 2009). When EFL learners use dictionaries in the course of self-study, they are able to learn the

meanings of difficult phrases and to determine the appropriate words for various contexts. In addition, regular dictionary use offers a chance to encounter more new words with varied structures and collocations. Learners should consult dictionaries, especially when guessing is not successful in deciphering meaning, and the context does not give any clues to the meaning of a new word (Laufer, 1990).

Monolingual dictionaries can be much more beneficial when compared with bilingual dictionaries in the course of vocabulary learning, particularly when the objective is to determine the meaning of a word. Although bilingual dictionaries are also important, they are somewhat limited, while monolingual dictionaries offer more for EFL learners (McCarthy, 1990). Moreover, according to Bejoint (1981), monolingual dictionaries that are published by major entities such as Oxford, Collins, and Longman, offer better features compared to bilingual dictionaries. Monolingual dictionaries present higher quality information regarding new words, which may offer learners diverse meanings for a single word. Monolingual dictionaries are highly recommended for both intermediate and advanced learners when learning new English words

Nevertheless, researchers propose that L2 learners gradually revert to monolingual dictionaries as they progress along the different stages of learning the target language (Baxter, 1980; Miller, 2006; Underhill, 1985). For instance, according to Baxter (1980, cited in Luppescu & Day 1993, p. 275), a monolingual dictionary, unlike a bilingual dictionary, offer definitions as well as other lexical features. Baxter adds that learners should be encouraged to use monolingual dictionaries since they

promote fluency by also offering contextual definitions. Conversely, bilingual dictionaries tend to encourage learners to learn translations of single words alone.

Using a monolingual dictionary presents many more advantages. For instance, a monolingual dictionary can encourage EFL learners to move away from translation and begin thinking in English, increase their speed of comprehending and capacity to use the language. When learners begin to think in English, they become more effective user of the language, by minimizing the need to translate every new word into their L1. In a study examining the practices of Sudanese EFL students, Ahmed (1989) categorized two types of unsuccessful learners and one type of successful learner. At the lower level, the students did not have any definite learning strategies. For instance, some of the learners did not use any dictionaries. The second group of unsuccessful learners relied heavily on bilingual dictionaries in the course of learning to establish translations of new words.

The more successful learners, on the other hand, were students who had managed to transition from bilingual dictionaries to monolingual dictionaries. Students in the higher level took advantage of the wide range of information within an entry in the monolingual dictionaries, and were able to learn more new word meanings. Learners who have access to elementary learner dictionaries can not only look up word meanings, but also find various definitions as well as view examples of usage. In addition, there are different grades of monolingual dictionaries, so that learners can choose levels of learning that they are comfortable with. On the other hand, bilingual dictionaries are hardly divided into such levels.

Monolingual dictionaries are also appropriate tools for learning grammatical terminology, since such terms are often repeated. When using a monolingual dictionary, a learner can learn vocabulary better and key ‘grammar words’ at the same time. After reading the definitions and examples of a single word several times, a learner becomes familiar with the words authentic grammar as well as other words that are related to it. Such frequent exposure has numerous advantages. For example, a learner’s vocabulary will be reinforced and grammar improved, while making use of background and existing knowledge when deciphering the meaning of novel words.

Additionally, regular dictionary use would give a learner the ability to use dictionary-like phrases in case they have to explain the meaning of a word. Furthermore, according to Underhill (1985), monolingual dictionaries appropriately apply numerous high frequency words, with L2 learners having a chance to learn vocabulary more practically and effectively. The breadth of information contained in monolingual dictionaries can facilitate the improvement of English language skills in learners, and in turn their academic writing skills (Miller, 2006).

Monolingual dictionaries provide critical access to information such as antonyms and synonyms, in addition to introducing grammatical terminology. Monolingual dictionaries also present the most commonly applied words in the target language, more definitions per word, common mistakes, as well as phonetic scripts to guide pronunciation. Monolingual dictionaries often present words in simple language that can be easily understood, and often with examples in usage. On the other hand, bilingual dictionaries rarely provide examples of the word in use, with little

information on its appropriate use. Therefore, bilingual dictionaries offer very little information, if any, on the when and where learners can use certain words, while monolingual dictionaries cite how learners can and ought to use specific words in everyday communication.

Moreover, monolingual dictionaries present critical information on collocations, which represent natural word combinations that offer clearer cues to appropriate contexts. In addition to learning several meanings of a new word in a monolingual dictionary, learners have a chance to learn associated synonyms, antonyms, special use, styles, registers, and observe examples of usage. Learners have an opportunity to learn from icons and pictorials provided against certain words. The wide range of information presented in monolingual dictionaries further provides an opportunity for English reading practice, and the opportunity to observe words in context. There are also authentic examples that illustrate how a word may be used.

Although students deem monolingual dictionaries more difficult to use than bilingual dictionaries, considering monolingual dictionaries are written exclusively in the L2, Schofield (1982) advocates for effective training of students on how to optimally use monolingual dictionaries. Effective dictionary use strategies will not only improve learning, but also foster independence, such that advanced learners will be able to deal with new lexis and develop their vocabulary to a level that can be applied outside the classroom environment. With adequate training, learners can effectively use monolingual dictionaries to foster independence. Schofield (1982) adds that a learner requires several dictionary skills in order to be able to benefit fully from a dictionary.

Using a monolingual dictionary could be challenging for EFL learners, particularly in the beginning, since it requires greater effort and commitment. It is critical to train students and impart them with certain dictionary skills that can ensure that they make the most of their language learning session and activities (Underhill, 1980; Whitcut, 1979). According to Nation (2001) and Schofield (1982), using a dictionary, particularly in language learning, is not a straightforward technical or passive activity.

On the other hand, it is a sophisticated process that involves hypothesis testing and that requires the learner's active participation. Schofield outlines some critical dictionary strategies that a learner could apply when using a dictionary, among which are learners adopting monolingual dictionaries as essential tools in classroom practice, EFL teachers taking several dictionary types to class, so that students can familiarize themselves with various types of dictionaries and their use. Teachers could also encourage students to acquire their own private dictionaries, so that they can learn more effectively at school and at home, while also promoting independent learning and use.

2.9.3.2 Making the Most of Picture Dictionaries

Exposure is a critical aspect of learning a new language. Learners are bound to learn a language faster if they are exposed to it more frequently. When teaching children of EFL beginners, the strategy of using visual aids or real objects to illustrate words is regarded as one of the best strategies of increasing exposure. The sense of vision in humans represents the richest source of information on the world and our

environments (Sekular and Blake, 1985). In psychological and educational theory studies, it has been demonstrated that visual learning is a very effective teaching method for students on how to think and learn, regardless of age or level of education (Kost, Foss, & Lenzini, 1999; Lee & Huang, 2008; Sadoski & Paivio, 2001; Schnotz, Bannert, & Seufert, 2002).

Students are able to learn faster and memorize ideas better when verbal instruction supplemented with imaged. For example, Hill (1990), learners of a foreign language can be greatly motivated to learn and participate in the learning process if visual aids are incorporated into teaching activities. In addition, using images could make the learning experience more meaningful and more significant. Similarly, according to Wright (1990), pictures have the ability to captivate and motivate, offer a context for the language and stimulate based on a specific point of reference.

Pictorial elements are not only useful in the teaching and learning process but also in enhancing memory and what has previously been learnt and retaining information for longer periods. Visual learning is also beneficial to vocabulary development considering the interface between words and images, as presented by the images in question. Students find visual learning very stimulating and motivating. Visual learning can be very effective in fostering quick learning and enhanced memorization of novel words. In a study examining 42 American students in elementary school, of age 9 and a half, which investigated whether pictures could simplify learning of a foreign language more effectively compared to words, Webber (1978) established that children could recall elements of the foreign word better when pictures were

employed. Pictures stimulated learners more effectively when compared to equivalent translations of the lexical features.

The general information above highlights the importance of making use of picture dictionaries in teaching or acquiring vocabulary. Picture dictionaries would be more appropriate for elementary students and L2 beginners, especially those who are still unable to handle standard dictionaries. Picture dictionaries can also improve overall teaching activities since they offer visual representations of word meanings. Just like in any other dictionaries, picture dictionaries provide meanings of new words and allow for spelling checks. Picture dictionaries, in either electronic or print forms, can be useful to L2 learners, especially if integrated into the curriculum. Picture dictionaries allow user to find words, carry out spell checks, and confirm meanings of words they are unsure of. Picture dictionaries offer great tools for both classroom and self-study, and can guide L2 learners in the course of L2 learning.

Picture dictionaries present information in a different form, compared to other conventional dictionaries. Picture dictionaries offer an opportunity for L2 learners to associate words with appropriate illustrations. The definitions in picture dictionaries are also clear and concise and always attempt to offer understandable definitions, even for complex words. Some picture dictionaries will also provide examples to guide learners on proper usage, including existing idiomatic expressions and phrasal verbs. In addition, some picture dictionaries will be accompanied by CD-ROMs that have audio files that guide learners on pronunciation, which may further increase pronunciation accuracy and overall fluency in the language under study.

There are several advantages for using a picture dictionary, particularly for L2 learners. They have an opportunity to learn the most useful and relevant words first. They also learn where, how, when, as well as why to use them, not to mention their respective meanings. Many picture dictionaries present up to 5000 words, which are illustrated in colour and explained in context. Some picture dictionaries will also have some exercises that can promote English vocabulary teaching and learning. Again, some dictionaries are accompanied by workbooks targeting various levels of proficiency, including lower-beginners, beginners, and intermediate level learners.

Many picture dictionaries also offer various practice activities, mostly at the bottom section of each page, so that students have a chance to practice using the target vocabulary immediately. In such dictionaries, learners will come across categories of words in groups such as time, home, seasons, travel, transport, cooking, among many others. More importantly, the layouts of pages of most picture dictionaries take into account learners who may have difficulty reading (L2 beginners). For example, in the New Oxford Picture Dictionary, there is ample white space between picture to make them clearer and easy to view. In addition, the text in dictionaries is often large enough in order to be clear for learners who might have visual challenges.

Several studies, including Oxford (1990), Ellis (1993), and Chun (1996) have highlighted the need to come up with classroom activities that make use of picture dictionaries since they can significantly increase English vocabulary and knowledge. Gerngross and Puchta (1992) outlined 60 activities and strategies that teachers can adopt when using images and pictures in their EFL classrooms. Some of the

objectives of such activities are to increase student interest, motivation, and level of interaction in classroom activities.

Furthermore, Maley, Duff, and Grellet (1980) explore numerous varieties of pictorial material that teachers can take advantage of when teaching EFL. When pictures and images are employed, students can make associations between the written word and the visual input. In addition, beginner students tend to learn the words faster compared to if they were using monolingual or bilingual dictionaries. Case (2009) proposes some strategies that could ensure effective learning in a fun environment when employing picture dictionaries. These include racing to search for words in a picture dictionary, guessing games, brainstorming, memory games, creating individual picture dictionaries and pages, and well as comparison and association games.

2.9.4 Stage 4: Consolidation of Word Form and Meaning in Memory

After L2 learners become familiar with the form and meaning of a new word, the next step would be to consolidate the knowledge and commit it to memory. This section focuses on stage four, i.e. ‘consolidating word form and meaning in memory’. Several helpful VLSs can be employed at the present stage, including rehearsal, placing L2 labels on objects, testing oneself, using L2 media, and regular revision. A learner may also study the word with its collocations, and attempt to swap roots and affixes among associated words. In addition, an L2 learner could read topics on the words on interest while employing techniques such as vocabulary cards, posters, and note taking. This section will concentrate on two learning strategies,

including ‘using memory strategies’ such as associating new words with respective coordinates and personal experiences, and ‘using verbal/written repetition in varied examples’ in order to consolidate word form and meaning in memory.

2.9.4.1 Applying Memory Strategies

L2 beginners often have challenges retaining words that they have acquired, considering acquiring a word is not as easy as forgetting it. New information regarding vocabulary is always temporary due to the nature human brain information retention systems. Consequently, in order to enhance one’s ability to retain words learnt, it is critical to understand how human memory works when we attempt to learn new words or memorize words. Understanding how human memory works could facilitate the development of effective strategies (VLSs) and teaching techniques.

Mnemonics or memory strategies are methods of improving memorizing activities by associating words or images with new knowledge (Mastropieri, Scruggs, & Fulk, 1990; Oxford, 1990; Woolfolk, 1993). According to Wittrock (1988), philosophers, teachers, psychologists, and learners have been intrigued by mnemonics as memory enhancing techniques since ancient times. Atkinson and Raugh (1975) further point out that the application of mnemonics in the teaching and learning of foreign languages is supported by a robust body of research. They are of the view that vocabulary learning is primarily a memory issue, and mnemonic devices have tremendous impacts on memory enhancement.

Additionally, Mastropieri and Scruggs (1991) state that memory strategies involve associating the word to be remembered with previous accessible knowledge, which could take the form of imagery or categories. There are countless memory strategies that can be employed in order to assist learners consolidate new word forms that they have learnt. Oxford (1990) present diverse strategies that a learner may adopt in a bid to enhance new word memorization, whether more rapidly or more effectively.

Memory strategy instruction could have significant effects on vocabulary learning (Cohen & Aphek, 1980; McDaniel & Pressley, 1989) by facilitating vocabulary acquisition and development through improved word memorization. For instance, Cohen and Aphek (1980) trained Hebrew language students to recall novel words through the memory strategy of paired associations. In the beginning, they have the students brief instructions on how to employ 'associations' to enhance memory on vocabulary. Afterwards, they selected novel words from a text and provided respective word associations. Results from the study ascertained that students who employed the strategy of paired associations in an effort to remember the new words performed better compared to those with employed a different type of association, or none.

According to Thompson (1987 cited in Atay & Ozbulgan, 2007), the strategies above can facilitate faster learning and better recollection since they promote the integration of new information into existing cognitive units in addition to providing retrieval cues. McDaniel and Pressley (1989) investigated the effect of such memory strategies and techniques, for example context method and keyword strategy. A comparison of context method and keyword strategy (learning new words via a

combination of imagery and auditory clues) revealed that keyword strategy was more facilitative of learning than the context method. Furthermore, Carlson, Kincaid, Lance, and Hodgson (1976) compared memorization effectiveness in two groups of students, one which was trained on loci method and another that served as the control, establishing that the treatment group exhibited significantly greater memory. Numerous reviews examine the application of mnemonic techniques and their efficiency in L2 vocabulary teaching and learning.

1. Word Grouping (Association with Co-ordinates)

The association of words with co-ordinates can greatly facilitate recollection of information that has been learnt. Considering its importance, the topic has been explored in diverse fields, including linguistics, psychology, and psycholinguistics. In their widely acclaimed study, Richards, Platt, and Weber (1985), refer to the strategy of 'word association' as a technique in which words that are somewhat related end up being associated with each other.

According to Richards, Platt, and Weber (1985), the strategy of 'word association; can greatly influence learning and new word recollection. Applying word association strategies, therefore, could consolidate word form and meaning in memory (Greidanus & Nienhuis, 2001; Meara, 1980; Nation, 1982; Oxford, 1990). For instance, Miller (1996) argues that the strategy of 'word association' is an illustration of the familiarity effect, where responses are more rapid in case of familiar words. Essentially, if a word has been encountered before, it would take a shorter time to obtain a response.

In a study conducted by Read (1993), the author points out a basic finding that native speakers exhibit remarkable word association patterns, which may actually reflect the existence of complex semantic and lexical networks that have been developed in the course of acquiring the language. Conversely, learners of a second language exhibit associations that are more diverse and unstable. Their responses are almost often purely phonological with no perceivable semantic connections with the stimulus words. In addition, Kess (1992) word association systems are analogous to spider webs, where a words in the mental network link to other words. Greidanus, Becks, and Wakely (2005), Greidanus and Nienhuis (2001), and Qian (2002) carried out some empirical studies that revealed startling results when word association strategies were employed by L2 learners.

Moreover, there are two major types of word association in addition to using phonological and orthographical relationships. The two major categories including syntagmatic (chain relations and paradigmatic (choice relations). Syntagmatic associations refer to those that are associated with a phrase or a syntactic structure. Paradigmatic associations, on the other hand, refer to alternative words that could replace the word in question (Li & Schmitt, 2009; Siyanova & Schmitt, 2008; Wolter, 2001).

Native speakers tend to respond to word association stimuli in a paradigmatic way, while non-native speakers tend to respond syntagmatically (Coulthard, Knowles, Moon, and Deignan, 2000). Considering the number of studies on word association in the course of vocabulary learning, the extent of agreement among the researchers is very intriguing. All the studies referred to here report positive and greatly

encouraging results, which confirm that the consensus among scholars that this is a major factor in the effectiveness of vocabulary acquisition and development.

2. Associating New Words with Personal Experiences

Associating new words with personal experiences is a potentially beneficial vocabulary learning strategy. This implies linking the new word to what the learner is already familiar with (Rumelhart & Norman, 1981) According to Rumelhart (1980), it is critical to tap into one's private schema or prior knowledge stored in the mind. When students are able to associate new information with existing schema, they are likely to retain the information, as it is personally relevant. In order to guarantee effective vocabulary development, learners need to associate new words with prior knowledge or learners' 'schema,' which may include sounds, images, diagrams, personal feelings, among others.

Employing such strategies can facilitate the consolidation of new vocabulary in memory since they novel words become linked to learners' personal experiences. Practitioners have since adopted the recommendations of researchers, and have integrated the same in their teaching activities. These above strategies are reportedly in widespread use in classroom environments, and have been reported to be effective.

Winters (2001) outlines various strategies that students may apply to develop their schemas. Including using 'vocabulary anchors,' which refer to graphic strategies that can facilitate the association of new concepts with those that are already recognized. Such strategies are appropriate for not only verbal learning but also visual and logical learning. Another concept is 'picture walk words,' which links students' prior

knowledge to new narratives, in turn, facilitating the learning of new words. It is particularly appropriate for visual, intrapersonal, and interpersonal learning. Consequently, it could be instructive to encourage students to link prior knowledge or experiences with any novel words they come across.

Manzo (1983) put forward a strategy that takes advantage of both personal views and associations to reveal word meaning. In the strategy above, a learner uses ‘knowns’ to perceive meanings of fleeting words, and to prevent the meanings from drifting off and being forgotten altogether. The strategy also has a self-instructional component. The student is encouraged to apply their own existing knowledge and prior experiences to associate new words with personal experience, attitudes, knowledge, just like good learners do naturally when they come across new words and expressions. Both anecdotal and experimental studies recognize the value of human experience in new word learning (Nilsen & Nilsen, 2003).

Frey and Fisher (2009) argue that educators ought to adopt effective teaching methods that facilitate the association of prior knowledge with new vocabulary. Such strategies will not only personalize vocabulary learning, but will also increase a student’s general knowledge regarding specific topics. At a given point, students will have to progress from merely learning new words to learning about their individual word learning processes (Frey and Fisher, 2009). In addition, encouraging language students to trace connections between new words and personal experiences could also ensure that the forms of new words are retained longer in their memories.

Frey and Fisher (2009) suggested two approaches by which teachers can encourage students to take advantage of connections. These include, the teacher modelling their own thinking or association to a word so that the students may observe, and encouraging students to complete activities encourage students to apply the words in conversation. If students can find relevance between their new vocabulary and daily activities, the more likely are they to store the phrases in their long-term memory and make use of the same in future conversation or communication.

2.9.4.2 Using Written/Verbal Repetition in Varied Examples

At the beginning, L2 learners have numerous challenges, including how to learn and memorize large numbers of foreign words. The first and easiest strategy that learners favour, therefore, is repeating a new word until it is easily recognizable. Similarly, such studies have focused on different aspects of vocabulary rehearsal (Al-Qarni, 2003; Rodriguez & Sadoski, 2000). It is not easy to retain much in memory without practice or frequent exposure. Consequently, verbal or written repetition of a new word in diverse contexts or examples could consolidate meaning and form in memory. If a learner does not apply a word or fails to repeat it in any form, they are likely to lose it. According to Nation (2001) and Thornbury (2004), the systematic repetition of new words is highly likely to trigger learners' storage in long-term memory.

Furthermore, in order to retain a word, it is critical that L2 learners encounter the word in diverse contexts. For example, Nation (1990) suggests that learners require 5 to 16 exposures in order to learn a word based on context. Horst, Cobb, and Meara

(1998) carried out a study where low intermediate EFL learners read a 109 page book over ten days, reporting a 20% rate of pick-up. The authors established that words that appeared nine or more times in the text were more likely to be learned compared to those that had been repeated less. Nevertheless, Meara (1997a) argues that L2 learners cannot process large amounts of text, so that they are only able to learn one concept with every 100 exposures.

It is also important to be able to deploy diverse strategies, especially at the early stages of vocabulary learning. The number of exposures required to master a new words is influenced several other factors, including salience and the remarkableness of the word within context (Brown, 1993, cited in Huckin, Haynes, & Coady), the richness of contextual cues, learner's level of motivation, and the breadth and quality of learner's existing vocabulary (Laufer & Hadar, 1997; Nation & Hwang, 1995). Besides, diversity is critical in the course of vocabulary teaching/learning since L2 learners are able to remember words better if they have use the words in diverse ways.

Repetition is important in facilitating the remembrance of words in the long term. According to Kelly (1992), the ear assists the eye long-term retention of lexis. Recollection of vocabulary proceeds from passive knowledge to active knowledge. Therefore, students need to repeat a new word severally before it can proceed to active knowledge. In addition, students need to be patient with themselves as the process takes time. Gu and Johnson (1996) came up with a taxonomy based on the responses to a questionnaire identifying six categories of strategy, including rehearsal strategies, oral repetition, use of word lists, and visual repetition.

In general, in order to take advantage of the above strategies, repetition has to be accompanied by examining the word in different examples and contexts. Nation and Gu (2007) resolve that encountering words in context offers opportunities to create knowledge regarding the form, use, and meaning of words in divers contexts, which further enhances and reinforces learning. In addition, Rodriquez and Sadowski (2000) highlight the importance of teaching or learning vocabulary in diverse contexts in order to consolidate word meaning and form in memory. According to McCarthy (1984), ELF educators should encourage or facilitate their students to use new vocabulary in diverse contexts. Learners need to observe a word several times in different contexts before it is learned (Aebersold and Field, 1997).

2.9.5 Stage 5: Using the Word

Following the memorization of a new word, learners need to apply it or use in order to guarantee full mastery. EFL learners need to be able to use the new word in context naturally in every day communication. The present section of the literature review focuses on ‘using the word’ as the fifth stage of vocabulary development. Several VLSs can be applied at this stage. These include using the word in diverse contexts, using register and polysemy, using pair work activities in the classroom, using the textbook’s vocabulary section, using semantic maps, linking new words with already known words, among others. This section will focus on one learning strategy i.e. ‘using the new word with all potential collocations’.

2.9.5.1 Using the New Word with all its Potential Collocations

Remembering words that have been newly learnt is potentially the greatest challenge when learning new vocabulary. The critical question in this research activity is why some words will remain in memory for long while others will be soon forgotten. In the first case, simply learning a word and not using it improves the chances that it will be forgotten. On the other hand, applying a word in communication or practice will increase the likelihood of its remembrance and retention in memory. There are particular strategies through which memory could be enhanced when FL is learning new vocabulary. Learners could attempt to use the new word in diverse ways, for instance, by writing it down, creating sentences both verbally and in writing, saying it loud, applying it in conversation, as well as discussing it with friends.

Using a new word with all its potential collocations is one of the most effective VLSs, according to previous sections of this literature review. Applying words in context is particularly critical in improving the chances of an individual remembering the word. According to Thornbury (2004), the capacity to a diverse range of lexical chunks both appropriately and accurately is a major distinguishing factor between intermediate learners and intermediate learners. Collocations are sometimes termed as 'lexical phrases,' 'lexicalised chunks,' and 'multiword units'.

Considering the importance of collocation on EFL learning, collocations should be emphasised, regardless of level of learning or age. This is because application of collocation would make the learners' language more natural (Arnaud & Savignon, 1997; Bahns & Eldaw, 1993; Lewis, 1993; Sansome, 2000). Therefore, EFL students

ought to be encouraged to repeat collocations as opposed to isolated words that are out of context. This can be achieved by reading text that contains words that can be repeated in context in diverse collocations.

Sag, Baldwin, Bond, Copestake, and Flickinger (2002) describe collocations as ‘institutionalized phrases’ that represents subclasses or multi-word expressions that are dominant in language and may be a major problem for natural language processing, professional translators, and L2 learners. Collocation is often described as the tendency of phrases or words to co-exist as well as the restrictions over how words may be applied together. For instance, collocations allude to which verbs and propositions may be applied together, or which nouns may appear with specific nouns (Richards, Platt & Platt, 1992).

Sinclair (1991) rightly points out that, words obviously do not appear randomly in text, and that people are unable to come up with natural sentences by merely following principles of grammar. In fact, words in text seem to occur in pairs and groups with language users having access to “a large amount of semi-pre-constructed phrases that constitute single choices” (Sinclair, 1991, p.110). According to Gledhill (2000), collocation entails at least three varied perspectives: 1) co-occurrence, which is a statistical view that regards collocation as the recurrent appearance of a word and its collocates in a text (Sinclair, 1996; Smadja & McKeown, 1990), 2) construction, which regards collocation as either a correlation between a lexical-grammatical pattern and a lexeme (Hunston & Francis, 2000) or a relationship between a base and its collocative partners (Hausmann, 1989), and 3) expression, which views

collocation as a conventional expression unit, regardless of form (Moon, 1997; Frath & Gledhill, 2005).

Other researchers define collocation as the relationship between individual lexical item and other phrases that habitually co-occur (Crystal, 1995). Therefore, collocation is viewed among lexical items applied in text. In addition, words applied in collocations are often predictable. Upon observation of the human word-web, which is the way words are connected in people's minds, words seem to be organized into semantic fields (Aitchison, 1994). Collocational associations seem to be particularly strong in human minds. Collocation is a critical aspect of language acquisition, considering that a word's meaning is very much concerned with the words it often associates with. "Not only do these associations assist the learner in committing these words to memory, they also aid in defining the semantic area of a word," and "permit people to know what kind of words they can expect to find together" (Nattinger, 1988, pp. 69-70).

Nevertheless, collocation requires that one word take precedence over other in certain contexts, which makes it a challenge for non-native speakers to make predictions. Although collocational knowledge defines the competence of native speakers, it can serve as an obstacle for learners where collocability is very specific and not exclusively determined by universal semantic principles (McCarthy, 1990).

The claim that collocation represents a critical level of language selection is valid when we examine texts created by learners of a foreign language, and the deviant collocations therein. This implies that both teachers and students need to understand

and focus on collocation in the course of teaching and learning activities (Carter & McCarthy, 1988). The appropriate word (referred to as the collocate) that may be used together with the base word is unpredictable. Consequently, it is difficult or impossible to make use of any near-synonyms. What collocates for L1 would not necessarily collocate for L2, since different languages employ different modes of collocation.

While native speakers learn collocation throughout the course of their normal acquisition of their first language, L2 learners have to train themselves on the appropriate contexts, since collocations do not subscribe to a specific set of rules. The more L2 learners become competent in creating collocations that are naturally appropriate, the less hesitant they would be to create longer sentences, and in turn become more capable L2 learners.

L2 learners are more likely to make numerous collocational errors due to their unfamiliarity with collocational patterns and lexical item. Consequently, researchers highlight the importance of applying collocations with the newly learned words, in a bid to help learners make their communication more natural and easily understandable (Taiwo, 2004). The learners will also have access to alternative modes of expressing themselves. In addition, it is easier for human brains to process language in the form of blocks rather than single separate words.

Therefore, collocations ought to be regarded as ‘single blocks’ of language. In his widely acclaimed study on the vocabulary strategies employed by L2 learners, Ahmed (1989) established that successful learners recognized that they could learn

new words, acknowledged the importance of contextual learning, and put more emphasis on collocation. On the other hand, relatively unsuccessful learners regarded single words separately. Students should contextualise the new vocabulary they acquire and apply them outside the classroom environment (Ediger, 1999).

One strategy of sustaining collocation learning and facilitating the application of collocation is by encouraging EFL learners to undertake extensive readings of English literature. Reading widely could expose learners to massive amounts of vocabulary, and allow them to both discover and acquire new collocations. If ESL learners have not previously encountered or read some words, it is highly probable that they would not be able to correctly combine them (Taiwo, 2001). Consequently, ESL learners would benefit a great deal from applying new collocations as soon as they have learnt them. This would greatly enhance learners' ability to use English in the future naturally. Meara (1997b) and Carter (1987) contend that teachers ought to encourage learner creativity by applying vocabulary learning aids, including lexical matching and networks.

In general, applying such tools could help EFL learners recognize the importance of collocation. Words may also be presented accompanied by L1 collocation examples that are often applied, and then compared with examples of English collocations. Rudzka, Channell, Ostyn, and Putseys (1981) propose the use of a grid method in presenting collocations. In addition, Carter (1987) argues that instead of presenting words in the form of paired associated or separately, the enlargement occurs through grids in which words originating from a common semantic group undergo an adapted componential analysis or an evaluation that reveals the common collocates

associated with the target items. Teachers who are conversant with the finer points of teaching words within context will not present the grids as inflexible; rather, they will present them as hypotheses, which learners may then test against alternative data.

Finally, it is likely the associations that arise from words or among words in such semantic networks facilitate both learners' recall and retention of new words (Carter, 1987). As mentioned in previous sections of this literature review, EFL learners can easily employ newly learn words naturally with varied collocations provided they have learnt the word across diverse context and with an ample number of collocations.



2.10 Past Studies

This section discusses studies which have been conducted on vocabulary learning strategies (VLSs) across several countries. Particularly, the objectives of studying these previous works are to assist the researcher in understanding how previous investigators plan their tools to collect data for serving the drive of their researches. Besides, the outcomes of these studies might contribute to a superior understanding of how language learners manage with learning new vocabulary when they encounter them, what types of strategies are applied and the factors which influence the use of VLSs among them. More meaningfully, what are the particular strategies are considered cooperative among EFL students/learners (with all different levels of education), so as to deal with learning new words in a foreign language (FL).

VLS is one of the essential fields in language development. A good number of language scholars believe that vocabulary plays a key role in any language learning process. This is clearly seen in the unending efforts put in by researchers in the bid to determine and emphasize on the importance of vocabulary learning for all language learners. Considerable attention on VLSs began with researchers named Day and Luppescu (1993). The main focus in their study was to elaborate the application of bilingual dictionaries during reading process. They carried out various experiments on NNSE studying EFL and found out that those students who used dictionaries performed very well while those who did not use dictionaries performed poorly. They also noted that those who used dictionaries mastered the art of reading double faster than those who did not.

In 1995 a researcher by the name Stoffer performed a research on NSE and foreign languages such as Spanish, German, Japanese, Russian and French. Stoffer furthered the earlier studies by considering various variables such as gender, age, learning experiences of previous languages, language learnt and former instructions of VLSs. Through use of SILL and VLSs as major data collection methods, the results indicated that VLSs used by foreign language learners in universities are correlated to certain different personal variables. These variables include learning experience of previous languages, course level, language learnt, age and former instructions of VLSs. However, Stoffer further clarified that gender was not the best predictor of VLS since it made no significant difference in use of approach at level of 0.05. Stoffer concluded that the best predictor for use of VLS is that of former instructions of strategies.

Sadoski and Avila (1996) further carried out research on VLSs whereby the explored variable was the keyword approach. The study was done on NNSE studying EFL and it utilized the informal interviews and the experiment data collection methods. The results indicated that the keyword method provides greater comprehension and recall instantly (by the end of a week). Keyword is also indicted to be advantageous since it is easily adaptable to the real ESL classroom.

Other researchers are Hogben and Lawson (1996). They used the think aloud and interviews as the primary data collection method in their study. The main variable considered was on the learning English outcomes. The results indicated that most of the procedures used by students incorporated certain kind of repetition of new words and their meanings. Grammatical and physical word features was given minimal

attention. The study also indicates that collaborative procedures were rarely used. Schmitt (1997) as well did a comprehensive research on general use of VLSs using VLSQ method. The results indicated that guessing from the context and bilingual dictionary are main strategies often utilized by learners in coming up with meaning of new words. Enquiry from classmates was also among the most used strategy while check for cognate L1 was rarely used. During word consolidation various strategies were found out to be heavily utilized, among these include written repetition, note taking in class, verbal repetition, spelling study, sound study, words list even saying aloud the new words. These strategies are heavily utilized because the learners believe that they are beneficial to them. The research also indicates those strategies that were seldom used; they include semantic maps, physical action, accuracy cards, and check flash for teachers and cognates in studies.

Chen (1998) researched on learners with low and high trait anxiety and verbal ability as well as those with either shallow or deep elaborative processing. The experiment was carried out from NNSE studying EFL. The results showcased the effects of individual differences. Such differences such as trait anxiety, learning style and verbal ability did not have any effect on keyword method effectiveness. Keyword method did not increase learning of foreign vocabulary in relative to controlling procedure. The best predictor of keyword performance for adult learners was found out to be verbal ability. In terms of natural application of strategies in foreign vocabulary learning, the control learners having high ability mostly depended on both visual and verbal strategy. Results however indicated that in most cases those with low ability depended on verbal strategy and route repetition.

Other great contributors in VLSs research are Lightbown and Kojic Sabo (1999). The focus of the study was on use of VLSs as a whole and it utilized various data collection methods such as LLP cloze test, Yes/ No test and questionnaire. The variables to be explored were the success of LLP which showed that the achievement of higher levels led to frequent use of strategy while insufficient self-reported effort on students' part resulted in poor performance. High achievement was attributed to two factors namely; learner independence and time. Lightbown and Kojic Sabo concluded that effective usage of the strategy was key to the success of language learning. Kudo (1999) found almost similar results with that of Lightbown and Kojic Sabo. In this case VLSQ and survey was done on NNSE studying English as foreign language and the results indicated that the learners never actively utilized the strategies. Kudo concluded that learners were not aware of any vocabulary learning strategy and therefore they had none to use.

In the start of the new millennia researchers did not relent in the pursuit of pinpointing the best VLSs. Taichi (2000) researched on NNSE studying ESL and EFL on the use of VLSs as a whole. The main data collection methods used were VLSQ, observation and interviews which were done orally. Taichi explored variables search as ESL vs EFL learning environments, gender, study year and achievement levels. The results indicated that gender differences were present in repetition strategies, note taking and dictionary usage. The study also revealed that there was a relationship between year variable and repetition strategies likewise to note-taking and dictionary use. The case study on Japanese students was also discovered to be key factor that affected VLS use as a whole.

Further studies were accomplished by Al-Kaloby in 2001. The major area of concern was on the general use of VLSs among EFL teachers and secondary students. Classroom observation, questionnaire and document analysis were used in data collection. Even though there was no variable explored, results of the research is worth considering. The study discovered that utilizing VLSs, textbooks as well as the incorporation of lexical syllabus in official wordlist was insufficient. In addition Al-Kaloby revealed that vocabulary presentation aspects were limited to meaning and pronunciation. Likewise, vocabulary testing and recycling were also found out to be ineffective. The study also reported that summer holidays played a significant role in vocabulary loss. Despite the favorable learning attitudes toward English among the students, low intensity of motivation was noted. Lastly, parental role was also found out as being less active than had been thought to be.

In the same year Winke (2001) performed a comprehensive study on learners learning Chinese as a foreign language and also on native-like speakers of English. Questionnaires, class room observation and interviews of focus groups were used in the study. The results indicated that students used both direct and indirect strategies in their pursuit of obtaining Chinese as FL whereby direct involved no negotiation and indirect involved negotiating. For instance, the learners did memorized words, repeated them and wrote them through note taking process in classroom sessions. They also practiced these words at home. Teacher modelling was evenly used in class teaching whereby each student was called upon to repeat certain words after their teachers. Throughout the research, there was no variable to be explored. Zerwekh and Gallo-Grail (2002) found the same results as that of Winke. Although

the two researchers used SILL (version 5.1) data collection method on NNSE studying Filipino, the results matched perfectly.

Gu (2002) research explored two major variables which were gender and academic major among tertiary EFL learners. The study utilized VLSQ, general proficiency measures and vocabulary tests in obtaining data for the study. The results indicated that male students were outperformed by the female colleagues in both vocabulary size test and general proficiency test. The stunning success of female learners in the report was linked to their ability to utilize all VLSs associated with EFL. Academic major variable was discovered to be of less effective. In addition, science and art student's abilities were also compared and the results indicated that science students were by far outmatched by art students on general proficiency test. On the contrary, art students were slightly outshined by science students in the test pertaining vocabulary size. Gender and academic major therefore was considered to determine the success of vocabulary learning among language learners.

Al-Quarni (2003) investigated NNSE studying English as the foreign language through experiment data collection method. The focus of the study was on rote repetition for the purpose of retaining vocabulary and the research explored various variables such as silent written repetition (SWR), silent repetition (SR) and verbal repetition (VR). The results revealed that rote repetition strategies were more effective for Saudi EFL college level students. It aided them in improving their retention scores. Al-Quarni discovered that VWR and SWR strategies were more efficient for memorization since it resulted in better retention on both Delayed Recall Test (DRT) and Immediate Recall Test (IRT). SR and VR strategies were however

discovered to be less effective when compared to the former strategies, VWR and SWR.

Later research was done by Fan in 2003. The main area of study was on the general use of VLSs among learners studying of EFL. Fan used VLSs and vocabulary test in collecting data. The main variables explored were on age, English language proficiency and language used in homes. Just like Kudo (1999), Fan's comprehensive research also discovered that most students did not use vocal learning strategies although a good number of them confessed that such strategies are of great importance. In the study, dictionary usage was perceived as the most useful strategy while on the other hand keyword method was rarely used because it was considered to be ineffective. This is contrary to the earlier research by Sadoski and Avila (1996) who advocated the use of keyword method.

Finally, the research done by Gu (2003) was outstanding as indicated by the results obtained. Gu's research was on NNSE studying EFL in the tertiary level of education. The two data collection methods utilized was interview and think-aloud procedure. Results indicated that there are disparities in style of learning among learners. Learners regarded vocabulary as an aspect of language learning that necessitated integration with language use. It was also reported that there were learners who showed high selective attention as well as self-imitation. Gu concluded that their strategies which include execution, skillful integration and high flexibility might be due to mix of Chinese learning conceptions, literacy practice, current teaching methods as well as the aspect of learning English while in china. It was also

found out that traditional schooling, vocabulary learning demands and learning style of various individuals are part of the viable factors.

Through an extensive review of several studies on VLSs, the researcher has tried to show others how previous researchers of this area examined VLSs to expose the main objectives of these preceding research works. With regard to the used variables, different types of VLSs (e.g. the keyword method, rote rehearsal, mnemonic procedures, the use of bilingual dictionaries and etc.) are applied as actions to examine the efficiency among those variables. Some researchers concentrated on particular individual learner difference variables in their qualitative studies. Important found variables (learner individual difference variables) are as follows:

- 
- a. Gender (Stoffer, 1995; Taichi, 2000; Gu, 2002; Catalan, 2003);
 - b. Year of study (Taichi, 2000);
 - c. Academic major (Gu, 2002);
 - d. Language proficiency (Fan, 2003), or achievement level (Taichi, 2000);
 - e. Previous language learning experience (Stoffer, 1995; Chen, 1998);
 - f. Age (Stoffer, 1995; Fan, 2003);
 - g. Preferred learning style (Chen, 1998);
 - h. Attitude, and motivation (Al-Kaloby, 2001);

Though, many researchers aimed to inspect VLSs applied by learners and to inspect the VLSs patterns deprived of getting individual learner difference factors into consideration (e.g. Schmitt, 1997; Kudo, 1999; Al-Kaloby, 2001; Winke, 2001; Gallo-Grail and Zerwekh, 2002), there are still limited studies carried out in EFL context, particularly, for Saudi students abroad (i.e. Saudi School Malaysia). With regard to the topic of this study, the previous researchers categorized the topics of

their examination into two groups, according to the learnt language, as non-native or native-like speakers of English and native speakers of English. The English native speakers learn German, French, Spanish or Italian as a foreign language (e.g. Lawson and Hogben, 1996). The English non-native speakers learn English as a foreign language (EFL) or English as a second language (ESL) (e.g. Kojic-Sabo, and Lightbown, 1999 and Fan, 2003). The topics of these previous studies are categorized according to their study level including primary, lower and upper secondary, tertiary-level students in addition to adult learners.

Understandably, the major topic of the previous works are students reading at the tertiary level, including university or college, who are native speakers of English learning and additional languages as their foreign language, or non-native speakers of English learning English as a second or foreign language. Few studies are directed with young adult or learners in the VLSs field. Regarding the data collection approaches to elicit the information about strategy employed, it is noticeably understood by the appraisal of these examples of works that two main approaches of data collection applied as a survey by the use of a vocabulary strategy survey, or an experimentation by the application of different individual VLSs, including the rote rehearsal, context and keyword method.

Furthermore, some researchers, such as Schmitt (1997); Kudo (1999); Al-Kaloby (2001); and Gu (2002), applied vocabulary strategy survey for the aim of data collection. Besides, some researchers (e.g. Luppescu and Day, 1993) have applied experiment approach for the aim of data collection. Others approaches include interviews (e.g. Winke, 2001 and Gu, 2003), chose classroom observations (e.g.

Winke, 2001 and Al-Kaloby, 2001) while Lawson and Hogben, (1996) and Gu, (2003) used think-aloud process as another approach of data collection to serve the objective of the study.

However, the results from the investigation of these researches exposed that learners have applied diverse types of strategies to deal with their learning process of vocabulary. In addition, in the qualitative studies, the results have clarified that VLSs commonly adopted by learners at different level of research includes diverse categories. These comprise the memory category that is the most prominent individual strategies adopted by learners, followed by metacognitive, cognitive, determination and social categories. This might result from different backgrounds of studies in the past, in addition to diverse features of research population.

Particularly, it seems that researchers in the previous research works applied different structures to categorize VLSs. Besides, some researchers might have their own grouping according to other studies which are conducted by other researchers; on their individual research works; or even from their personal experience as language learners or teachers. The vocabulary strategy classification might rely on personal researchers' benefits in categorizing strategies for learning vocabulary objects. Few researchers have used few simple groups in their systems of classification, the memory category, for instance, is deliberated as the most distinguished individual strategies reported by learners. This is trailed by metacognitive, cognitive, determination and social categories.

Apart from that, there is a momentous growth of studies conducted on the use of VLSs among the populations categorised under the second and foreign language learners' groups. In an example, Asgari and Mustapha (2011) carried out a study that aimed to explore the types of VLSs among a group of Malaysian students whose second language was TESL. The study involved eight participants that were recruited from the Faculty of Education Studies, Universiti Putra Malaysia (UPM). Findings from the study that collected data using open-ended interviews reported significant improvement among the student participants who were learning new words and using them in their daily conversations. Results from the study revealed that the participants were using varied strategies as they continued to use monolingual dictionary and media. Nevertheless, it was evident that the study subjects failed to employ strategies that entailed in-depth cognitive processing, such as English labels and listening to recurring word lists.

In another study, Celik and Toptas (2010) investigated VLS among a group of Turkish EFL learners at three distinct levels from the Ankara University School of Foreign Languages. The study involved a sample population of 95 students recruited from the elementary, intermediate, and upper levels. Results and findings from the study reported high and low use of the determination and cognitive strategies among the students respectively. Comparatively, the intermediate level learners attributed the strategy categories as effective more than learners in the other levels. Despite the fact that the learners reported the overall use of VLS, the researchers identified a gap that existed between the use of the strategies and the limiting perception of their usefulness. Similarly, Kalajahi et al. (2014) studied VLSs among the Malaysian

students pursuing their majors in TESL at the University Putra Malaysia (UPM). Data from the sample study of 50 undergraduate students was collected using a questionnaire adopted from Schmitt (1997). Findings from this study reported that the participants had a tendency of using metacognitive strategies most frequently. Contrastingly, the study exhibited that social strategies received less attention because the adopted curriculum design did not promote collaborative and social learning.

Findings from a study conducted by Rabadi (2016) indicated that memory strategies were mostly used with the metacognitive strategies least used. This study tested the significance of memory, determination, social, cognitive, and metacognitive strategies among a recruited sample of 110 undergraduate EFL Jordanian students. The students recruited for the study were majoring in the English language in an Arabic context. The researcher concluded the study that the Jordanian EFL study subjects were medium strategy users. In another similar study, Fatima and Pathan (2016) investigated the use of the VLSs among undergraduate students recruited from two Pakistan universities. The survey instrument administered to the study participants consisted of four broad VLSs, namely; metacognitive regulation strategy, cognitive regulation strategy, memory strategy, and the activation strategies. Findings from the study revealed that the students employed mostly the cognitive regulation strategy and the activation strategy. In their conclusion, the authors pointed out the lack of statistical significance among the learners compared between the two universities in terms of practicing the VLSs.

Findings from the most recent study conducted revealed the increased use of vocabulary strategies for each specific strategy after a training session when compared to the sporadic use of the VLSs before carrying training (Agustin-Llach and Alonso, 2017). The purpose of this particular study aimed to understand the effects of the contextualized training in vocabulary strategy use among the sample population of 97 first-years undergraduate EFL students. The achievement of the study objectives was based on the learners' vocabulary strategy use alongside fostering their autonomy in language learning via strategy training. Whereas the ranking of the preferred strategies showed no change, further findings from the study reported that the learner's use of the vocabulary strategies intensified with each training. The differences in the sporadic use of the VLSs before training and the instances that involved training for strategy yielded learner autonomy and empowerment and other significant positive learning behaviours among the study participants. Conclusively, the researchers indicated that increased training instances would help sustain better results in the development of strategy use.

In summary, there has been a great deal of research on VLSs examining a variety of learners (groups) in both ESL/EFL contexts. However, there are limited studies have carried out within EFL context specifically for those Saudi learners who study outside their country (i.e. students who study at Saudi Schools Abroad). Generally, despite the studies that have investigated VLSs in both contexts (EFL/ESL), the present investigation is considered as one of the unique research contexts among those particular groups of learners due to the environment which they live in. Therefore, this study among those learners who study at Saudi School Malaysia

(SSM) is demanded as a salient step in learning a FL as well as to fill the gap between the studies which have been conducted among native speakers of English and non-native speakers (ESL/EFL) of English where learners live at the same context.



2.11 Chapter Summary

This chapter, concerns with previous relevant research studies which provide a review of the reliable concepts in order to assist in offering a concrete understanding of the research area. It presents the significance of vocabulary in language learning and teaching as Rubin and Thompson (1994, p.79) have pointed out, “one cannot speak, understand, read or write a foreign language without knowing a lot of words, so vocabulary learning is at the heart of mastering a foreign language.”

It also includes the review of related literature on language learning strategies (LLSs) and the factors which affect the use of LLSs as Segler (2001) has explained that the strong relation and connection between general LLSs and the more certain VLSs depends on the fact that most of learning strategies in the proposed taxonomies of LLSs are in fact VLSs or could be employed to acquire L2 vocabulary. Besides, Schmitt (1997, p.200) has suggested that “combining the results from general learning strategies research with those from more vocabulary-specific research studies allows us to derive a variety of tentative general conclusions regarding VLSs”.

Additionally, this chapter contributes basically to the present study in order for the researcher to achieve the research objectives. As examples, it offers the current taxonomy used for the study and some key issues related as VLSs and their sub-topics, as the taxonomies of VLSs and training in VLSs. Apart from that, it also discusses several related studies have been conducted on VLSs across different countries in order to support the researcher to understand how previous researchers plan their methods to collect data for serving the drive of their studies.

Apart from that, this study deals with investigating how do participants (SSM) employ their strategies in all 5-stages of vocabulary learning, so understanding the use of VLSs is essential in drawing guidelines for particular strategies in learning new vocabulary. As an example, what the strategies are considered cooperative among EFL learners, so as to deal with learning new words in a FL. In other words, an understanding of the development of VLSs is critical in coming up with guidelines for such effective strategies in acquiring a new vocabulary (EFL).



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used to investigate the use of VLSs among secondary students at Saudi School Malaysia (SSM). It offers a background of the methodology used to conduct the present study, such as the participants, instruments, data collection procedures, and data analysis. In addition to that, this chapter deals with the criteria for the selection of participants and the school for investigation as well as the types of the data that are collected for this study. It also discusses the procedures observed, the instrumentation, and data analysis used in conducting the current study.

Apart from that, this chapter aims to go over the theoretical framework of the present investigation with some basic principles of research designs. Cohen and Manion (2002) propose that the research design is identified by research objectives and research questions. As for this study, the objectives are concerned with examining VLSs among students at SSM, thus the methods are considered essential in investigating the aims and answering the research questions. In other words, this study using mixed methods (quantitative-qualitative) since one of the values of using mixed methods is the integration components. Integration gives readers more confidence in the results and the conclusions they draw from the study (O’Cathain, Murphy, & Nicholl, 2010). Mixed methods also help researchers cultivate ideas for future research (O’Cathain et al., 2010). Besides, researchers state that mixed

methods research is the only way to be certain of findings (Coyle & Williams, 2000) and interpretation (Morse & Chung, 2003).

3.2 Research Context

The context of this study has taken place at SSM, Kuala Lumpur. The school was formalized and established in May (1991) by the Ministry of Saudi Education (MSE), where it is responsible to supply the school with prescribed curriculum, textbooks, and trained teachers. The purpose of selecting the school (SSM) was because it is considered as one of the models of SSsA. In other words, SSM is a microcosm of the large picture of Saudi Schools Abroad (SSsA); the school was selected based on purposeful sampling. In addition to that, teaching English at SSM starts from the first grade of elementary stage and then continues in both intermediate and secondary stages. In elementary and intermediate stages, students learn English to read and write alphabets, numbers, and learning new words and grammar rules; but for secondary stage, students have the ability to cope with different linguistic English skills (e.g. read and write for comprehension).

At SSM, English curriculum and syllabus are designed gradually; English textbooks are different from one grade to another in each stage. For each grade, there are two textbooks; the first one, 'pupil's book', is divided into units and each unit is divided into all language skills (e.g. reading, writing, listening, and speaking) and such structures (grammar rules) and the second textbook, 'writing book', is designed for applying the exercises based on the pupil's book. Having in mind, a salient point concerns all SSsA: Why Saudis students are not schooled at local schools in every

country? For example, there are a lot of local schools around Kuala Lumpur, but MSE prefers for Saudis who live in Malaysia to study at SSM due to such differences between the local schools and SSsA (e.g. educational system, materials, curriculum, and textbooks). Thus, MSE prefers for Saudis who study abroad to join one of SSsA due to the differences of the procedures in terms of educational structure and system between countries.

3.3 Participants

The participants for this study are selected from SSM, hence some aspects have been taken into account when selecting the sample. The school (SSM) comprises four different stages (the Pre-elementary Stage, Primary Stage, Intermediate Stage, and Secondary Stage). However, this study concerns with the last stage in the school (secondary) in which the secondary stage is divided into three levels (1, 2, and 3). In other words, this study is focused specifically on this group of students (secondary stage) where the total number of all participants is 120 students and the rationales for selecting this stage among SSM will be clarified in detail below (see 3.3.1 Selection of Participants).

3.3.1 Selection of Participants

This study deals with the secondary stage since the rationales for selecting this stage among SSM students come back to their high level of vocabulary and their advanced level of English proficiency generally. This group of students is considered as the best sample to show VLSs among other stages, thus participants are selected

purposefully because "it is believed to be a rich source of the data of interest" (Gay, 1996, p. 231).

Moreover, in terms of selecting this stage (the secondary level) because when those students have finished their secondary stage, they would be eligible to join such universities or colleges inside or outside Saudi Arabia. Besides, as one of the basic and necessary requirements to apply for a university is the English language proficiency level, therefore, many secondary students who specifically study outside Saudi (e.g. SSM) are extremely motivated and interested in developing their language skills in this stage particularly. As it has been mentioned before that vocabulary plays a crucial part of every linguistic skill, so selecting this particular stage (secondary) is considered as the best sample to investigate learning strategies (VLSs) among other stages (e.g. Primary and Intermediate stages) as well as this stage would be the best representation of other school's stages as a whole.

Apart from that, the sample represents the ideal stage of learners for the purpose of suggesting pedagogical implications to the module planners in their school. This is principally because compared to students at earlier stages, their experience in using VLSs should reflect on a greater degree of the course modules in terms of both strategic use and training. Pedagogical recommendations for students from earlier levels might be redundant, as they may already be on the agenda of both the module planners and teachers for the later levels.

3.4 Instruments

For this study, the objectives deal with identifying VLSs among secondary students (SSM) in terms of their strategies' types, the factors which affect the use of strategies as well as the significant differences of strategies adopted by them according to their gender, age, grade, and language experience and proficiency. The final objective concerns with investigating how participants employ their strategies in all five stages of vocabulary learning in order to assist them in drawing the effective strategies in learning new vocabulary (FL), thus the method is mixed (quantitative-qualitative) using certain instruments as vocabulary learning strategies questionnaire (VLSQ), classroom observations, interviews, and, lastly, focus group discussions (FGD) in which all these instruments will be discussed in detail below.

3.4.1 Vocabulary Learning Strategies Questionnaire (VLSQ)

The questionnaire used in the current study is considered as one of the basic instruments for collecting data on students' use of VLSs, such as the types of VLSs they employed in vocabulary learning, and to explore particular factors that affect them in the use of VLSs, so the VLSQ is strongly used in this study for several reasons, as follows:

- A. Previous crucial extensive studies on using of VLSs by second language learners used questionnaire surveys such as Oxford and Nyikos, (1989); Ahmed, (1988); Stoffer, (1995); Schmitt, (1997); Kudo (1999); and Segler, (2001).
- B. A questionnaire is useful and valuable to cover a great number and deal of both strategies and participants (Oxford, 1996; Cohen, 1998).

- C. It allows producing, generating, and examining theories due to of the large number of participants (Cohen, 1998).
- D. It is easy to administer and provide in a relatively short time (Oxford, 1996).
- E. It enables the researcher to gather considerable amounts of information in a relatively short time. It can offer essential and critical information on individuals and groups that are either not available or difficult to obtain from other types of research and the results can be analysed in a relatively short time (Brown, 1988).

Particularly, the questionnaire is inspired and influenced by one of the considerable pioneers in the field of learning strategies; Schmitt's (1997) VLS taxonomy. Basically, Schmitt's (1997) VLS taxonomy is taken into consideration as Catalan (2003, p. 60) suggests that "the taxonomy collected by Schmitt (1997) includes several advantages such as its viability to be standardized as a test to collect the answers from students easily". Besides, "it is based on the theory of learning strategies as well as on theories of memory and technologically simple," so it is simple for "coding, classification and managing of the data in computing programs." In addition, it could be "used with learners of different ages, educational backgrounds and target languages". Lastly, "it is rich and sensitive to the variety of learning strategies, and allows comparison with other studies, among them Schmitt's own survey".

Additionally, Schmitt (1997) divides the strategies into two basic sections as strategies employed to find out a word's meaning and strategies used to consolidate it once encountered. Besides, he categorizes the taxonomies into five subcategories of

learning strategies, such as cognitive, metacognitive, memory, social, and determination. Consequently, the VLSQ used for the present study is following Schmitt's structure of VLS taxonomy where the questionnaire's items are adapted to meet the study objectives; otherwise the survey would be very long and not specific. The VLSQ consists of 66 items (Appendix E), structured into two main parts as personal background data and VLSs. Section one concerns with students' personal background information, where they are asked to provide several demographic details that, in turn, it would be useful and helpful for establishing some relative issues of the study, as such aspects that affect the use of VLSs among participants (e.g. age, gender, grade (level of study), and period of study English).

The second section deals with strategies where it follows Schmitt's (1997) taxonomy of VLSs. As earlier mentioned that Schmitt's structure consists of two basic groups, as strategies for the discovery and strategies for the consolidation, in which he subcategorized them into five ones. For instance, approaches used to find out the meaning of new vocabulary (e.g., guessing, word analysis, dictionaries); approaches for saving vocabulary (e.g., practice, mental relations, image and sound, taking note); approaches for collecting vocabulary that is already saved; approaches using currently learnt vocabulary; and, finally the approaches (metacognitive) that regulate their own process of vocabulary learning.

Apart from that, a Likert scale (commonly used in research studies that employs surveys and it is considered as one of the most extensively used approach to scaling responses in a questionnaire research) is used in which the participants' responses could be readily and easily be quantified and evaluated. In other words, students have

to rate each item on a 5-point (1-2-3-4-5) scale by circling the response where 1 stands for “never” and 5 stands for “always”; a continuum level to identify how they often resorted to these items.

Furthermore, an open-ended question is included, so students could add more strategies, if they are not mentioned in the survey (VLSQ), or if they wish to clarify their use of VLSs or if they have any suggestions or comments or any more details would be added to serve the objectives of the study. The VLSQ is basically designed in English, however, the Arabic translation accompanies it in order to avoid any difficulty or complexity to cope with such items and to follow previous scholars’ advice that a survey should be uncomplicated and easy to deal with, so the translation version is needed to compile with the English version of the questionnaire (Appendix E). Back translation was done by a PhD in Arabic students.

Particularly, as for this current investigation, the secondary stage at SSM is divided into three levels (1, 2, 3) and the total number of all participants is 120 students.

Table 3.1 below illustrates the profile of the participants.

Table 3.1
Participants’ Profile (VLSQ)

Number of Participants	Gender	Age	Stage	Length Of Studying English
42	Male (19) Female (23)	16	First year secondary grade	6 years
38	Male (22) Female (16)	17	Second year secondary grade	7 years
40	Male (21) Female (19)	18	Third year secondary grade	8 years

Table 3.1 above shows that SSM students have studied English for six years at least in their previous stages (elementary and intermediate). In addition, the participants constitute various homogeneous groups; they are mostly Saudi students as well as Arab students who belong to different Arab countries. They are males/females and native speakers of Arabic with no previous experience in learning another language, except English. They roughly belong to the same age category (16-18 years old) and come from different social and economic backgrounds due to their various societies from which they come.

3.4.2 Classroom Observations

The second instrument used is concerned with classroom observation since it has such significant aspects in collecting data for the present study. According to Richards et al. (1992, p. 255) observational methods are procedures and techniques that are based upon organized (systematic) observation of situations such as using audio/video recorders and check lists. Besides, it is considered as one of the efficient and reliable data collections even also if a researcher likes to conduct a study about such aspects concerned with culture or feelings. Apart from that, the classroom is a place where all important elements, such as educational ideologies, plans, policies, materials, methods, and teachers, are all mixed together to form an exclusive environment that may enable or constrain students' learning opportunities (Kumaravadivelu, 1999).

Observation is commonly used in examining or studying language use and classroom events and particularly using this tool in the current study is crucial for the researcher

to obtain data directly, which includes lots of issues that relate to the study objectives through observing several situations by the participants in the classroom. Robson (2002, pp. 310-311) explains that “a major advantage of observation as a technique is its directness”, so no such need for the researcher to ask students through his/her observing, just directly observe the situations and events in the classroom. Oxford and Burry-Stock (1995) also mentioned that classroom observations seem to be easy to deal with and could be performed both formally and informally.

In observation, an observer can observe behaviour as it is happening (Merriam, 1998). The core value of observations is to give investigators an opportunity to see directly what others do rather than to rely on what they claim they do (Dornyei, 2007). Observation is “invaluable for providing descriptive contextual information about the setting of the targeted phenomenon” (Dornyei, 2007, p. 185). Accordingly, the researcher used multiple observation tools such as the observation guideline, audio and video taping, which are considered as rich sources for the data.

Moreover, the researcher has visited the school (SSM) five times (5-classroom observations) since the purpose of visiting the school concerns with meeting teachers and students in order to build a good relationship between the researcher and participants. In other words, it helps participants to build trust and confidence and feel free later in observing them by using these techniques. Besides, the researcher shows the value and usefulness of their collaboration for this work and the researcher also explains clearly that the data obtained were only used for study objectives. Basically, this study did not have any kind of evaluation in terms of participants’

marks or any issue related to that, only classroom observations to examine the VLSs used by the students.

Cohen and Manion (2002) suggest that in order to reduce ‘reactivity effects’ or the effects of the researcher on the researched’, the researcher have to be in touch with participants for a substantial time in order to observe what is happening while taking a role in that situation. In addition to that, Bryman (2001, p. 284) argues that “the qualitative researcher seeks close involvement with the people being investigated, so that he or she can genuinely understand the world through their eyes.”

Particularly, it is useful to make use of some guidelines which have been employed by some previous researchers, so the researcher used an observation guideline adapted from Merriam (1998) since she has recommended a list of elements that researchers should consider during classroom observations (Appendix G). These elements deal with the physical setting in the classroom, the participants, activities and interactions, subtle factors (such as informal and unplanned activities, non-verbal communication, what does not happen, etc.), and observer’s own comments.

However, the classroom observation is more of a reflective assistance, not an evaluative tool (Lengeling, 2013), so the researcher also asked some participants to comment on some classroom teaching and learning incidents observed in terms of learning vocabulary. As an example, the researcher observed how participants acquired new vocabulary through different language skills and the strategies or methods they used to apply in learning new vocabulary.

3.4.3 Interviews

In addition to the common use of the interview instrument for data collection in qualitative research (Rogers & Bouey, 1996), the use of this instrument gave the interviewer an opportunity to see a participant's life from different angles (Rubin & Rubin, 2005). These qualitative in-depth interviews were important for describing and understanding participants' experiences and their results shed new light on the study problem (Rubin & Rubin, 2005). During the interviews, data were described in the subjects' own words, which helped the researcher to develop insights based on the subjects' interpretation of their worlds (Bogdan & Biklen, 1992).

Rubin and Rubin (2005) described qualitative interviews as more focused, rich, in-depth, and detailed pertaining to the interviewees' experiences. They argued that during the interview, the interviewer elicits the depth and details about the topic based on the interviewees' responses. Besides, in the qualitative interviewing, the focus of discussion begins on a narrow topic that then leads to more details about that topic attempted by the interviewer (Rubin & Rubin, 2005). The interviewer listened to and focused on what the interviewees said and not said (Rubin & Rubin, 2005).

Similarly, the researcher showed interest in listening to participants to encourage participants to continue telling their stories by smiling, nodding, and using words like yes, right, fine, etc. and prompts. In so doing, the researcher was able to get valuable information about the participants' viewpoints on knowing particular strategies in all 5-stages (Brown & Payne's, 1994, 5-stages model) of learning new vocabulary in a FL. The individual interview data were conducted to probe in greater detail; the construction of strategies used by participants in each stage of vocabulary learning.

In other words, the interviews would be very useful to clarify some remarks made by participants on specific strategies related to the five stages of vocabulary learning.

Apart from that, the outlines of semi-structured interview are concerned with all five stages of vocabulary learning as such researchers including Brown and Payne (1994, cited in Hatch & Brown 1995), and Hatch and Brown (1995) (also Luo, 2009; Mokhtar, Rawian, Yahaya, Abdullah, & Mohamed, 2009) have suggested the idea of identifiable stages to learn the vocabulary, as encountering new words, getting the word form, getting the word meaning, consolidating word form and meaning in memory and lastly using the word. In other words, in acquiring a FL vocabulary, learners must go through these five stages (Brown and Payne, 1994). Hence, VLSs should be associated with these five steps (Fan, 2003). Hatch and Brown (1995) also assert that vocabulary learning goes through these five stages in which learners are required to make use of VLSs for conducting a specific task.

As it has been stated previously, the focus would be on particular strategies in all 5-stages of vocabulary learning, so the interview's questions are concerned with the strategies (Appendix H) as follows: 'guessing strategies' for stage one, 'using dictionaries' and 'doing spoken and written repetition' for stage two, 'using monolingual dictionaries' and 'using picture dictionaries' for stage three, 'using memory strategies' and using 'verbal/written repetition in varied examples' for stage four, and, lastly, for stage five the focus would be on 'using the new word with all its possible collocations'.

The interview questions were prepared in advance to help answer the research questions and the follow-up questions sought for explanations of themes, concepts, or events that the interviewee introduced (Rubin & Rubin, 2005). Probes helped to maintain the interview on the topic and sought detailed information from the participants (Rubin & Rubin, 2005). The researcher also had the interviews audio-taped since the audio-taping and video-taping are considered the main instruments for collecting data qualitatively (Erickson, 1986). Particularly, 10-participants (3rd year secondary level) were selected for individual interviews within one-week. Each interview lasted approximately 45-minuts. Table 3.2 illustrates the participants' profile (interviews).

Table 3.2
Participants' Profile (Interviews)

Name of Participants	Gender	Age	Level of Study	Place of Study	Years of Studying English
S1	Male (M)		All participants belong to the 3 rd year secondary level	Saudi School Malaysia (SSM)	7 years
S2	M	18	3 rd year	SSM	6 years
S3	M	19	3 rd year	SSM	7 years
S4	M	18	3 rd year	SSM	6 years
S5	M	19	3 rd year	SSM	6 years
S6	M	18	3 rd year	SSM	7 years

S7	M	18	3 rd year	SSM	6 years
S8	M	19	3 rd year	SSM	5 years
S9	M	19	3 rd year	SSM	6 years
S10	M	19	3 rd year	SSM	6 years

Apart from that, the researcher interviewed the English teacher 2-times as period of time in the school (SSM); teacher Ibrahim who is responsible for teaching all the secondary levels in the school. His age is about 36 years old and he was selected by the Ministry of Saudi Education (Management of Saudi Schools Abroad) to be as one of the English teachers at SSM since 2012. He is a native speaker of Arabic with no previous experience in learning another language except English.

Additionally, interviews in qualitative research are theme oriented, which attempt to interpret and understand the meanings of the main themes in the life of the interviewees (Kvale, 1996). He also described seven stages in designing and implementing a qualitative interview, which were followed in this study. These stages include thematising, designing, interviewing, transcribing, analysing, verifying, and reporting. Thematising indicates that the researcher should be very clear about the purpose of the study and the topic to be investigated before starting the interview. Designing the interview involves all the seven stages and should be planned before the interview begins.

Interviewing also should be based on an interview guide that involves an outline of the topics to be covered and suggested questions that can be evaluated thematically and dynamically. Each interview question should be related to the research themes, which the researcher attempted to consider; it contributes to knowledge production, it considers the interpersonal relationship in the interview, and helps to promote a good interview interaction between the interviewer and the interviewee.

Furthermore, transcribing is an important step that prepares the material from the interview for analysis. Analysing the data is an issue that should be considered very early in the process of the study design and the method of data analysis is based on the purpose of the study and the investigated topic. For this purpose, Kvale (1996) described five methods for analysing and interpreting qualitative interviews, which were followed in this study. These methods involve meaning condensation (summarizing the meaning expressed by interviewees into brief statements), meaning categorising (coding meaning into categories), narrative structuring (creating coherent stories), meaning interpretation (interpreting deep meaning of the text), and generating meaning through ad hoc method (using various methods such as words, figures and flow charts).

Verifying is concerned with determining the reliability, validity, and generalisability of the interview findings. Reliability indicates how findings are consistent. Validity determines whether the interview really examined what it is intended to be investigated. Generalisability refers to the possibility of applying the findings of the interview to other people outside the interview. Reporting is the last step in designing and developing an interview study. It refers to communicating the findings of the

study and the methods used in a form that meets accepted scientific criteria, meets ethical standards such as confidentiality and respect, and that is readable and useable for different audiences (Kvale, 1996).

Briefly, the interview's questions deal with certain points connected mainly to the objectives of this study, which in turn provide crucial responses which belong to the participants' opinion regarding the use of those selected strategies in their vocabulary learning. Consequently, we could know the effectiveness of those strategies based on their views through conducting the semi-structured interviews. Besides, it would assist the teacher later to consider these strategies (VLSs) to be in his teaching plan for the lessons of vocabulary learning.

Generally, interview is considered as one of the most effective tools used commonly in gathering data since it provides the investigator to obtain in-depth information of such various issues connected to the objectives of a study carried out. More importantly, if there is any item of the interview questions that is not clear enough, the interviewer could easily clarify his questions directly to the interviewees in order to get the particular details for the items asked. In the current study, participants were informed about the time of the interviews, which lasted for about 45 minutes to one hour, depending on the topic discussed and the questions asked. Besides, using the semi-structured interview is helpful to enhance the questionnaire's items. In other words, this particularly would be beneficial for the researcher to get in-depth data to complement the questionnaires as well as to add such data which are related to the purpose of the study.

3.4.4 Focus Group Discussions (FGD)

The secondary stage at SSM comprises three levels, hence the last level (level-3) is considered as the best sample to show VLSs among other levels. In other words, participants are selected purposefully because "it is believed to be a rich source of the data of interest" (Gay, 1996 p. 231). Besides, in focus group interviews, the participants' selection is purposive, but not necessary representative (Thomas, MacMillan, McColl, Hale, & Bond, 1995). As previously stated that the main objective of the current study is to identify how secondary students employ their strategies in all 5-stages of vocabulary learning, therefore, the participants were selected based on the criteria that they belonged to the class in which the researcher has observed as well as the researcher has taught those group of participants (level-3) on specific strategies in all 5-stages of vocabulary learning.

Accordingly, the researcher used semi-structured focus group interviews with students since this instrument is widely used in qualitative research (Dornyei, 2007; Flick, 1998). Besides, it would assist the researcher to know students' perspectives about teaching and learning vocabulary they had experienced during their secondary stage. Following Rabiee (2007) and based on the students' willingness and their advanced level of vocabulary and language proficiency generally, the researcher would focus only on level-3 of the secondary stage since this level comprises 20 students. Particularly, 15-participants (3rd year secondary level) were selected for focus group discussions (2-groups; group A comprises 8-participants and group B comprises 7-participants) within one-week. Each FGD lasted about 45 minutes. Table 3.3 illustrates the participants' profile (FGD).

Table 3.3
Participants' Profile (FGD)

Name of Participants	Gender	Age	Level of Study	Place of Study	Years of Studying English
(Group A) S1	Male	18	All students belong to the 3 rd year secondary level	Saudi School Malaysia (SSM)	5 years
S2	M	18	3 rd year	SSM	6 years
S3	M	19	3 rd year	SSM	10 years
S4	M	18	3 rd year	SSM	6 years
S5	M	19	3 rd year	SSM	10 years
S6	M	18	3 rd year	SSM	5 years
S7	M	18	3 rd year	SSM	10 years
S8	M	18	3 rd year	SSM	5 years
(Group B) S1	M	18	3 rd year	SSM	7 years
S2	M	20	3 rd year	SSM	7 years
S3	M	18	3 rd year	SSM	5 years
S4	M	18	3 rd year	SSM	5 years
S5	M	20	3 rd year	SSM	6 years
S6	M	19	3 rd year	SSM	7 years
S7	M	18	3 rd year	SSM	6 years

According to Rabiee (2007), the manageable number of participants in focus group discussions varies between six and ten in each group. Rabiee (2007) argued that this number is large enough to generate various perspectives of participants and small enough to manage. In addition, participants were informed about the time of the

interviews, which lasted for almost thirty to sixty minutes, depending on the issues raised and the saturation reached (Merriam, 2009). The researcher also has prepared a plan in advance and wrote down the purpose of the study, all thoughts to be discussed, the questions to be asked, timeline, and the number of group members to be involved (Krueger & Casey, 2001). In the focus group discussions, also, the researcher has played the role of a moderator who enabled participants' discussions, made sure that nobody dominated the discussion, and everyone was effectively involved in the discussion (Dornyei, 2007).

Furthermore, enabling the focus group discussions with the students would assist the researcher to get more data about the teaching and learning process in the students' perspectives (Thomas et al., 1995). In addition to that, focus group interviews can show various perspectives among participants about particular issues and the interviewer can generate great amounts of data in a short period of time (Rabiee, 2007). In each focus group interview, the discussions with the students continued until the researcher felt there was a kind of redundancy of information (Merriam, 2009). Besides, the researcher audio-taped the focus group discussions and wrote notes immediately after the discussions were completed (Rabiee, 2007). This also would assist the researcher to reflect on the discussions and capture the non-verbal communication expressions that occurred during the interviews, such as the signs of agreement with the viewpoints of peers by nodding which were useful for the data analysis (Rabiee, 2007).

Apart from that, it is crucial to use at least one sample of vocabulary level tests (VLTs) in order to examine participants' knowledge and proficiency level of

vocabulary learning. Schmitt (2000) proposes that, even if there is not a standard test of English vocabulary, the so-called vocabulary levels test (VLT) designed by Nation (1993) is among one of the most VLTs commonly approved. Besides, there are several vocabulary tests (VLTs) based on word frequency.

Nation's (1993) test identifies five frequency levels of the vocabulary knowledge based on word frequency (e.g., 2,000, 3,000, 5,000, university word level, and 10,000). Besides, Schmitt's (2000, p. 174) asserts that "because the test gives estimates of vocabulary size at five levels, it is useful for placement purposes". Following Nation's (1993) advice, who claims that the first 1,000 words of English to be crucial for those wishing to use the language and a starting-point systematically to assist students expand their vocabulary knowledge, the VLT used for the present study is basically focused on the 1,000 Word Level Test adopted from Nation (1993) as he asserted that learners at this stage may show poor reading abilities and issues or problems with the context in which the tested words were embedded. Briefly, the VLT contains 39 items with a true/false format where students were occasionally giving assistance by visual cues (Appendix N).

3.4.5 Instrumentation of the Study

A survey was used in this research based on a review of related literature. The scales used in this research were predefined, established measurements used in previous research. Four items were adapted from previous studies to measure cultural background from (Poltzer, 1983; Wharton, 2000) was used. The scale items used to type of task five items were adapted from previous study Gu (2003). And age and

second language stage four items were adapted from previous study (Oxford and Ehrman, 1993). Also, the gender scale was seven items were adapted from previous studies (Ehrman and Oxford, 1989; Oxford and Nyiko's, 1989). Similarly, four items were adapted from previous studies to measure learning style from (Ellis, 1994; Peacock, 2001) was used. Strategy training scale was six items were adapted from previous studies (Bialystok, 1983; Huang, 2001). Moreover, motivation, the scale was five items were adapted from previous studies (Ehrman and Oxford, 1990; Sanaoui, 1995). Furthermore, language learning environment, the scale was five items were adapted from previous studies (Gu (2003; Green and Oxford, 1995). Finally, seven items were adapted from previous studies to measure attitudes and beliefs from (Williams and Burden, 1997; Horwitz, 1985) were used. A five-point Likert scale was adopted for the questionnaire items (with 1: strongly disagree, 2: disagree, 3: neutral, 4: agree, and 5: strongly agree).

3.5 Data Collection Methods

As we know, each investigator has his/her own specific way to decide which method or technique is more effective and reliable to serve the purpose of data collection. Creswell (2003, p.12) proposes that "individual researchers have a freedom of choice. They are "free" to choose the methods, techniques, and procedures of research that best meet their needs and purposes." In other words, researchers could select the methods of data collection that best suit their goals of their investigation. Definitely, various techniques of data collection would lead to different outcomes of every study. Thus, using more than one method for the present study is suggested and accepted and will probably be much more valuable and useful.

In data collection, there are several methods in which a researcher should be careful in choosing and considering which one is valid and reliable as well as successful to the study objectives since each technique has both sides of its advantages and disadvantages. Therefore, Ellis (1994) recommends that using of structured interviews and questionnaires are methods that have been shown to be effective and successful because they require retrospective accounts of the strategies learners used. Similarly, O'Malley and Chamot (1990, p. 88) assert that "questionnaires and directed interviews could be employed to draw out language learners' widest variety of experience for strategy use."

Based on a considerable review of related literature and past research works in the field of VLSs, different methods of data collection have been used. However, the two major ones employed in the use of VLSs are questionnaire and semi-structured interview. Creswell (2011, p. 119) identifies "the mixed methods as a research design in which the researcher collects, analyses, and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry". The framework of data collection contributes to the researcher in answering the research questions of this study. Particularly, data collection comprises mixed methods as quantitative data deals with descriptive analysis and qualitative data deals with describing and transcribing data analysis. In other words, classroom observations, semi-structured interviews, FGD, and VLSQ are used for both quantitative and qualitative data collection.

To sum up what has been mentioned, this study is considered as an investigation research work in which it intends to examine, describe, and explain students' types of

VLSs used and the factors that influence them in the use of VLSs as well as the strategies employed by them in all the 5-stages of vocabulary learning. Thus, VLSQ, observations, interviews and FGD are administered, so the hope is that the methods used for data collection could serve the purposes of the current study as they are to provide a great deal of data in terms of VLSs among those secondary students at SSM.

3.5.1 Framing the Data Collection Methods

Generally, to sum up all of what has been stated in terms of the methods used, the researcher has scheduled all the three phases, which need approximately 4 months for data collection process in carrying out the present investigation at SSM, as illustrated (Table 3.4).

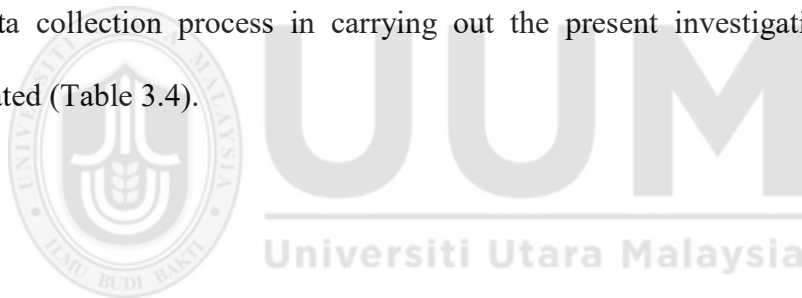


Table 3.4
Research Methods

Stages	Research Ques.	Methods	Instruments	Subjects	Duration
Phase 1	1+2	Quantitative	VLSQ (Schmitt's, 1997 VLSs Taxonomy).	All secondary students (male/female)	2 weeks, as 1- week for Introduction, 1-week for VLSQ
Phase 2	3+4	Qualitative	a. Classroom observations (Merriam's observation guideline, 1998)	3 rd year secondary students	4-weeks
			b. Teaching participants on particular strategies in all 5-stages of vocabulary learning (Brown and Payne's 5-stages model, 1994)	3 rd year secondary students	5-weeks
Phase 3	3+4	Qualitative	a. Semi-structured interviews	As individual (3 rd year secondary students)	1-week
			b. Focus group discussions (FGD).	As groups (3 rd year secondary students)	1-week

Table 3.4 above shows the framing of the research methods used in carrying out the present study. Before administering the instruments, the researcher visited the school (SSM at Kuala Lumpur) during the first 2 weeks by the beginning of second session in February 2016. As for the first week, the researcher met the manager of the school to explain some purposes of the study and the need of carrying out this work, particularly on those groups of participants. The researcher also provided brief guidelines on how the data would be collected. As for the second week, the purpose concerned meeting the teachers and students before conducting the research to establish good relations between the researcher and participants in order to build trust and confidence.

Apart from that, VLSQ is considered as the basic method for quantitative data collection; it is essential to explore participants' personal background data, identify the types of VLSs used, and the factors which affect the use of strategies among them. Secondly, before observing the classroom, the researcher explained and discussed very well with Ibrahim, the English teacher at SSM who is responsible for teaching all levels of the secondary stage, about the importance of teaching and training VLSs to the students based on the previous works of related literature, such as Brown and Payne's (1994) 5-stages model since it is considered to offer the clearest account of various aspects of vocabulary learning. Then, classroom observations conducted in order generally to note all events and situations in respect to how participants employed their strategies of vocabulary learning.

Consequently, the researcher conducted presentation for participants explaining particular strategies in all 5-stages of vocabulary learning. As for the last phase,

semi-structured interviews and FGD were conducted to help the researcher in gathering data since they enabled the investigator to get in-depth information of issues connected to the objectives of the study carried out.

3.6 Research Procedures

Data collection is divided into three basic phases, the first phase deals with quantitative data; all secondary students (male and female) is administered VLSQ for the purpose of identifying the types of VLSs used and examining the significant differences in strategies adopted by them based on their, gender, age, grade, years of studying English and language proficiency.

The second and third phases are concerned with qualitative data, hence the focus is on the secondary students (level-3), where the total number of participants comprises 20 students with their English teacher. Accordingly, classroom observations, interviews, and FGD are administered for secondary stage (level-3 students). Briefly, the detail for both methods (quantitative and qualitative) used in the present investigation are described as below.

3.6.1 VLSQ

To qualify the current VLSQ for this study, Denscombe (2003) proposes that the questionnaire should be designed to gather information that could be used subsequently as data analysis. Besides, it contains such written list of questions that serve the objective of the study, and it can collect data by asking individuals directly about factors interested in the research. Thus, it is crucial since it deals with the

accuracy of the actual measuring instrument or procedure that yields the same result on repeated trials.

Particularly, VLSQ is considered the basic tool for quantitative data collection since the purpose of using it deals with salient issues as participants' personal background data, the types of VLSs used, as well as it supports to explore particular factors that affect the use of VLSs, thus, the survey was administered for all secondary participants at the school (SSM). Besides, they were first briefed about some aspects related to the general background and purposes of the study. They were also motivated to provide as much data as possible, and reassured that their responses would be anonymous and strictly confidential. They were informed that their responses would have no bearing on their school status in terms of such issues concern with the form of performance reports or marks. This was also followed by an explanation of the design and format of the questionnaire and how to cope with such items to answer them.

After that, participants were encouraged to state what they actually did with respect to the strategies they used. They also were repeatedly reminded to answer all items of the questionnaire (VLSQ) as well as an Arabic translation for VLSQ was compiled with the main survey in order to make it simple for administration and ensure better accuracy of results, specifically with the low-ability students.

3.6.2 Classroom Observations, Interviews and Focus Group Discussions (FGD)

As has been stated earlier, classroom observations, semi-structured interviews, and FGD have been commonly used and proved by many previous researchers typically to be more useful and effective as well as flexible in the qualitative research works, the researcher used those methods to obtain the qualitative data from participants. At first, classroom observation is typically used in noting the events directly, so the researcher has intended to employ this tool through observing numerous situation carried out by the participants directly in the class as stated by Robson (2002) that “a major advantage of observation as a technique is its directness” (pp. 310-311).

Before proceeding with classroom observations, the researcher visited the school (SSM) five times, meeting students in order to establish rapport. In other words, this would help students to build trust and feel free as well as to reduce any formality between the researcher and them. Particularly, the researcher used such multiple observation tools as the observation guideline, audio and video taping, which were considered as rich sources for the data, so five weeks (as duration of time) were specifically for classroom observations in order to note generally how students employed their strategies of vocabulary learning.

Secondly, before conducting the semi-structured interviews with participants, it is crucial to know that one of the significant advantages of VLSs is the availability of teaching and training students (EFL) of how to use their strategies in order to help them to become better autonomous learners in vocabulary learning. Consequently, before conducting the interviews, the researcher taught the 3rd level-students (5-

weeks as duration of time; 1-week for each stage) with particular strategies in all five stages of vocabulary learning (Brown & Payne's, 1994, 5-stages model).

Before the actual use of semi-structured interviews, the questions were re-worded and re-arranged several times in order to check that all questions were not challenging and clear for the interviewees. Particularly, the researcher was prepared to take a short time before conducting the interviews, speaking with participants generally in order to reduce if there was any kind of shyness or formality between the interviewer and the interviewees. This also would help interviewees to build trust and confidence and feel free later in answering the interview questions. Typically, the duration of each interview was approximately 45 to 60 minutes. The researcher asked the permission to tape record the interviews, so he would not miss any information of the interviews in transcribing the data later.

Moreover, the interviewees had a copy of the questionnaire to comment on the items that they wish to discuss. The researcher also raised some interesting remarks emerging from the responses and observations of both previous instruments. In addition, the interviewees were allowed to remark on any point not covered or any issue related to the study. All the instruments used would best serve the purposes of the present study and the data obtained through these tools would be also salient to examine the use of VLSs and patterns of variation of VLSs that students reported as well as the strategies employed by them in all 5-stages of vocabulary learning.

Apart from that, the FGD was considered the last method used in phase 3. After the individual interviews were done with participants, the researcher later divided them

into 2 groups in which the minimum number for each group was 7-students, as Rabiee (2007) explained that the manageable number of participants in FGD varied between six and ten in each group. Rabiee (2007) also argued that this number is large enough to generate various perspectives of participants and small enough to manage. In addition, participants were informed about the time of the interviews, which lasted for almost 45-60 minutes, depending on the issues raised and the saturation reached (Merriam, 2009). The researcher also prepared a plan in advance and wrote down the purpose of the study, all thoughts to be discussed, the questions to be asked, timeline, and the number of group members to be involved (Krueger & Casey, 2001). In FGD, the researcher played the role of a moderator who enabled participants' discussions, made sure that nobody dominated the discussion, and everyone was effectively involved in the discussion (Dornyei, 2007).

3.7 Data Analysis

As for the current study, data collection comprises quantitative and qualitative methods (mixed methods). The section below describes how the data obtained were interpreted, so all data collected and elicited were analysed and evaluated in order to transform them into detail which could be easily interpreted.

3.7.1 Quantitative Data

Computer software is required by the huge majority of data analysis methods. For example, a widespread and flexible statistical analysis and data administration solution is SPSS. It can even handle any sort of file or data and can utilize them for producing arranged reports, charts, and plots of distributions and trends, descriptive

statistics, and can perform difficult statistical investigations as well. SPSS is considered as one of the widely used software programmes; hence data from VLSQ is coded using SPSS and MANOVA was used to examine the variance of more than two dependent variables in relation to independent variables (Pallant, 2007).

Particularly, for finding the students' VLSs and the factors affecting their usage of those strategies, a very significant role is played by quantitative data. Hence, for observing the entire types and strategy patterns of vocabulary learning used by the participants in the present study, a descriptive analysis was conducted that assists in organising, arranging and summarising the data. For instance, in the SPSS data of participants are introduced and presented independently. Also for obtaining the chief trend and dispersion, statistical descriptions of mean, standard deviation (SD), standard error (SE), and maximum and minimum values were used.

Typically, the VLSQ is tallied and tabulated with the assistance of the SPSS to identify the correlated connections to the use of VLSs and the factors that impact on the use of VLSs. Lastly, the researcher analysed whether there are patterns of VLSs used in relation to the participants' types of VLSs as well as if there is any factor that has an influence on the use of strategies among participants. Therefore, the measurement of students' motivation, language learning environment, attitudes and beliefs are considered salient based on the previous research problems of models and theories. In this research applied quantitative approach, and the questionnaire was conducted using 105 students, and uses Structural Equation Modelling (SEM) as the main tool of analysis, especially as it is used in cases where the dependent variables become independent in a subsequent dependent relationship.

3.7.2 Qualitative Data

Qualitative data were collected through three main instruments: classroom observations, semi-structured interviews, and focus group discussions (FGD). At first, for observing the classroom, the researcher observed five classes in order to get overall events and situations for the strategies (VLSs) employed by students and how they learned new vocabulary generally. Therefore, the researcher used such multiple observation tools as the observation guideline, audio and video taping, which were considered as rich sources for the data to assist the researcher to analysis and transcribe data later on.

Secondly, students' interviews are concerned with VLSs that belong to all 5-stages of vocabulary learning in a FL. Specifically, the interview (the transcribed) data analysed with themes. Interviews in a qualitative research are themes oriented with attempt to interpret and understand the meanings of the main themes in the life of the interviewees (Kvale, 1996). He also described seven stages in designing and implementing a qualitative interview that were followed in this study. These stages include thematising, designing, interviewing, transcribing, analysing, verifying, and reporting. Thematising indicates that the researcher should be very clear about the purpose of the study and the topic to be investigated before starting the interview. Designing the interview involves all the seven stages and should be planned before the interview begins.

Lastly, the researcher audio-taped the focus group discussions and took notes immediately after the discussions were completed (Rabiee, 2007). This also would assist the researcher to reflect on the discussions and capture the non-verbal

communication expressions that occurred during the interviews, such as the signs of agreement with the viewpoints of peers by nodding which were useful for the data analysis (Rabiee, 2007). Generally, the researcher hopes that qualitative data are beneficial in providing an understanding of the participants being studied that, in turn, serve the purposes of the study; qualitative data would allow the interviewees to create ideas and speak more extensively throughout the interview on the issues or concerns raised by the researcher.

3.8 Validity and Reliability

In the research studies, validity and reliability are salient principles and concepts. Validity describes how well a test measures what it is supposed to measure while reliability is the degree to which an evaluation (assessment) or analysis instrument produces stable and consistent results; for a test to be reliable, it has to be valid. At first, as for the current study, the research methods employed are believed to be valid for achieving the overall aims and specific objectives of the study. This belief is based on the grounds, as follows:

1. The four research methods used in the present investigation (i.e., VLSQ, classroom observations, semi-structured interviews, and FGD) are believed to have covered the theoretical and empirical issues discussed and described in the review of related literature and previous empirical studies. In addition to that, the triangulation of the research instruments used would assist in building informative insights about the use of VLSs employed as well as to enhance the reliability, validity, and findings of the study. According to Davidson and Tolich, (1999), triangulation is regarded to

be the heart of validity for qualitative research. It involves various perspectives and offers greater accuracy in describing the phenomenon under study (Stage and Russel, 1993).

2. The use of VLSQ is believed to have achieved the aims and objectives of the study since it contains two main parts where the second one is adapted from one of the pioneers in the field of VLSs, Schmitt's (1997) VLSs Taxonomy.

3. The VLSQ items are monitored by the researcher's supervisors. It is first designed in English and the Arabic translation is compiled with it in order to avoid any difficulty or complexity to deal with some items and to follow previous scholars' advice that a survey should be uncomplicated and easy to cope with, so the translation version is needed to compile with the English version of the VLSQ.

4. The participants are not restricted to the 5-point scales of the VLSQ items or to the researcher's questions in the interview. In other words, participants have to make use of the Likert scale to rate each item on a five-point scale by circling the response (1, 2, 3, 4, 5), where 1 stands for "never" and 5 stands for "always"; a continuum level to show how frequently students resorted to these items. In addition, an open question is added, so students could add more strategies, if they are not mentioned, or if they wish to clarify their use of VLSs or if they have any further suggestions or comments.

5. Classroom observation is supported by using some multiple observation tools as the observation guideline, audio and video taping that are considered as rich sources

for the data. As an example, the researcher used an observation guideline adapted from Merriam (1998), so the researcher would be able to observe and record all the events.

6. Students are taught to make use of particular strategies belonging to all five stages of vocabulary learning in a FL. Besides, the interviewees are allowed to remark on the study and report any issue not included in the interview as well as there is an open question for any aspect students would like to be added in the study.

Secondly, regarding the reliability that is specified as the degree to which the analysis instruments (e.g. VLSQ) produce stable and consistent results. At this point, there are three typical methods for measuring reliability in research (language) studies as test-retest, equivalent forms, and internal consistency. Test-retest reliability describes the calculation of a connection co-efficient for two administrations of the same test to the same groups of subjects twice. Determining reliability using equivalent forms needs carrying out two equivalent tests to the same groups of subjects and calculating the correlation between both sets of scores. The last method for measuring reliability is the internal consistency that can be measured with one of the three ways, as the split-half method, Kuder Richardson formula 20 (K-R20), and Cronbach alpha (Brown,1988).

According to Brown (2002), Cronbach alpha is much more flexible than K- R20 because the K-R20 can just be used if the test items are scored dichotomously whereas Cronbach alpha can be applied when test items are scored either dichotomously or when items are weighted. As for the survey (VLSQ) used in the

present study, participants are required to rate each item on a 5-point (1-2-3-4-5) scale by selecting the option of their choice, where 1 stands for “Never,” and 5 stands for “Always”; devised as a continuum level. Thus, the researcher applies Cronbach alpha to measure internal consistency reliability since it is commonly used on continuous data using scales (Oxford and Burry-Stock, 1995).

Nunnally (1978) claims that since there is no general agreement on what is accepted as an estimate of internal reliability using Cronbach alpha, 0.7 and above is considered a reliable scale. Particularly, all items of VLSQ are tested for their internal reliability in which the scores obtained show a fair internal consistency for the five factors, which are the five strategies of learning vocabulary (Discovery, Use, Retrieval, Metacognitive, and Storage strategies).

Apart from that, the pilot study should be conducted on a sample that is expected to respond similarly to the samples on which the study will eventually be applied. The sample size of the pilot study group ranges from 25 or 50 subjects or from 25 to 100 subjects (Zikmund, 2003). Finally, to ensure validity of this stage, 10 participants from the domain of this research were selected, which is acceptable for this phase (Neuman, 2003).

In this study, 120 students were selected to answer the questionnaire (VLSQ) since the main aim of the survey was to become more familiar with the topic of this research, to gather all issues around using the strategies of vocabulary learning employed by a group of Saudi Arabian learners in an EFL context, in the scope of this study and to verify the quality, effectiveness and completeness of the

questionnaire, some issues were highlighted and later reflected to the literature review and some amendments made to the questionnaire to finalize it. This activity generated enough confidence in the usefulness of this research as well as the validity of the designed questionnaires; the reliability was assessed by using preliminary basic statistical methods using SPSS 20 for Windows. Table 3.5 below shows the reliability coefficient (Cronbach's alpha) for all constructs used for the pilot study.

Table 3.5
Reliability of Questionnaire Items

No	The Factor	No of Items	Cronbach's Alpha
1	Understanding/Discovery Strategy	20	.849
2	Use Strategy	4	.811
3	Retrieval Strategy	3	.907
4	Meta-cognitive Strategy	8	.863
5	Storage Strategy	26	.921
Total Items		61	.937

As shown in Table 3.5 above, all Cronbach alpha coefficients were above 0.70, indicating the instrument was reliable (Hair et al., 2010). The reliability value for all constructs ranged from 0.811 to 0.921. Based on that, the final actual distribution was conducted without any modification.

Apart from that, as the first step in data collection, a questionnaire was distributed among participants for the purpose of measuring the effect of each factor and examining the research hypotheses. One hundred and five students received this questionnaire. It was made up of 61 items covering various subtopics like cultural background (CB), type of task (TT), age and second language stage (ASL), gender (GE), learning style (LS), strategy training (ST), motivation (MO), language learning environment (LEN), and attitudes and beliefs (AB). Before distribution, it was pre-

tested by four PhD students study in Malaysia; their contributions were useful to the research. In other words, they had few comments on some of the demographic questions and the measurement of some variables. This questionnaire was designed to investigate the interrelationships between multiple independent and dependent variables regarding the strategies (VLSs) employed by secondary students at Saudi School Malaysia (SSM). This research uses Structural Equation Modelling (SEM) as the main tool of analysis, especially as it is used in cases where the dependent variables become independent in a subsequent dependent relationship.

Furthermore, prior to conducting the interviews, classroom observations and focus group discussions (FGD), the researcher used the instruments for the purpose of fine tuning. The researcher tested the questions of the interview in the same school albeit with the teacher at the intermediate school level and a few number of students. That enables the researcher to feel how the interviews will go when the time comes. In addition, the researcher also went to the Saudi School Malaysia (SSM) in Kuala Lumpur to sought permission from the school's administration to be allowed into the classes to observe the practices in the class (Appendix B). Likewise, focus group technique was also piloted by the researcher prior to being employed in the actual discussion (FGD).

3.8.1 Report of the Inter-Rater Reliability of Coded Themes

The researcher approaches three experts, two English language teachers at SSM and one PhD candidate specialized in teaching English as a second language and he was also an expert in qualitative research, respectively. Therefore, they can serve as inter-raters for the reliability of the findings of this study. This is in line with what has

been suggested by Rubin & Rubin (1995), cited by Anerback and Silverst (2003), so that the coherence, validity, transparency, as well as communicability of the coded themes on the data collected from the semi-structured open-ended interviews can be insured. The major function of those experts is to evaluate the themes created from qualitative data in relation to the research questions and provide their feedback in this regard. They are supposed to register their agreement or disagreement on the consistency, coherence, and relatedness, communicability, and transparency of the researcher's decision on the created themes. Their feedback brought about a lot of useful suggestions and comments that were later adopted by the researcher in the study.

Additionally, the absolute percentage of agreement was employed in order to fulfil the inter-rater reliability of this study. To do this, (count this step) the number of times a rater agrees on his rating and divides this by the number of ratings. It was suggested that this rating seems to be practical and effective (Bagdi & Pfister, 2006). Meanwhile, Stemlar (2004) posits that the threshold of the percentage of absolute agreement could be within 75% to 95% (Graham, Milanowski, & Miller, 2012). This means anything within both is acceptable. Hence, the percentage of agreement calculated in the current study is 86%, which is within the tolerable boundary and the practical calculation can be viewed in Table 3.6.

Table 3.6
Report on Inter-Rater Reliability of the Coded Themes

Percentage of absolute agreement (PA) is equals to the total number of agreed descriptions (AD), divided by the total number of responses multiplied by 100, e.g.,
$\frac{PA + AD \times 100}{TNR}$
Estimating the inter-rater reliability of (Rater 1) $PA + \frac{12 \times 100}{13} = \frac{1200}{13} = 92\%$
Estimating the inter-rater reliability of (Rater 2) $PA + \frac{11 \times 100}{13} = \frac{1100}{13} = 84\%$
Estimating the inter-rater reliability of (Rater 3) $PA + \frac{11 \times 100}{13} = \frac{1100}{13} = 69\%$
After the estimation of each the average of the inter-rater reliability of the three raters were calculated.
$\frac{92\% + 84\% + 69\%}{3} = 81.6\% \text{ or } .816$
Note: when the percentage of absolute agreement is used values ranges between 75% and 90% denote an acceptable level of agreement (Stemlar, 2004).

Accordingly, it can be said that the percentage is acceptable for the current research. In other words, it can be concluded that the themes generated by the researcher as well as the result of the inter-rater reliability estimate reliably, validly, and accurately represent the statements and views of the participants of this study.

3.9 Chapter Summary

Throughout this chapter, detailed accounts of the methods used have been presented such as the participants of the study, instruments, and the process of data collection and data analysis. This chapter also has offered the criteria for the selection of participants, the school for investigation, and the types of data collected. In other words, the purpose is to go over the theoretical framework of the research with some basic principles of research designs that the researcher will apply to the current study.

Apart from that, the objectives of this study deal with learning strategies (VLSs), as to identify the types of strategies used, to investigate the major factors which influence the use of VLSs and to examine the strategies employed in all 5-stages of vocabulary learning. Accordingly, mixed methods were administered; quantitative data were derived from the questionnaire (VLSQ), while qualitative data were collected through classroom observations, interviews, and focus group discussions (FGD) which were necessary in examining the strategies used by participants. Briefly, the present work intends to investigate the objectives as stated above and the researcher hopes that they could serve the objectives of this study as they provided a great deal of data in terms of VLSs practiced by secondary students at Saudi School Malaysia (SSM).

CHAPTER FOUR

FINDINGS OF THE STUDY

4.1 Introduction

The current chapter presents the analysis and findings of the study. In other words, this chapter responds to the research problem, which is streamlined into several stages of both research objectives and research questions. Accordingly, the study is guided by the following research questions.

4.2 Research Questions

This study was conducted to investigate the following research questions:

1. What are the types of vocabulary learning strategies (VLSs) used by the secondary students at Saudi School Malaysia (SSM)?
2. Are there any significant differences in VLSs adopted by the secondary students at SSM based on their gender, age, grade, years of studying English and language proficiency?
3. What are the major factors that affect the use of VLSs among the secondary students at SSM?
4. How do the secondary students at SSM employ their strategies in all five stages of vocabulary learning?
5. How can a conceptual framework (that affecting VLSs employed by the secondary students at SSM) be developed?

Apart from that, the participants' demographic information about gender, age, grade, years of studying English and language proficiency is also discussed and clearly highlighted. Quantitative analysis is used to address research questions one and two, while questions three and four are answered through qualitative analysis.

4.3 Participants' Demographic Characteristics

The study includes five types of demographic information about the participants, which are treated as categorical variables. They are as follows: gender, age, grade, years of studying English (experience), and language proficiency. The individual demography of the participants is discussed in detail below.

4.3.1 Gender

A total of 120 questionnaires (VLSQ) were distributed to the participants, of which 105 were returned. Out of the total 50.5 percent of participants are male, while 49.5 percent are female. Even though the difference is very small, the number of male participants is larger than the female participants in this study. Table 4.1 illustrates the participants by gender.

Table 4.1
Gender (n=105)

	Gender	Frequency	Percent	Valid Percent	Accumulative Percent
Valid	Male	53	50.5	50.5	50.5
	Female	52	49.5	49.5	100.0
	Total	105	100.0	100.0	

4.3.2 Age

Table 4.2 shows that the participants' age is categorized into three groups, starting at 16 years old, with the frequency of 30 students, which accounts for the 28.6% of total sampling. The second group is 17 years old, with a frequency of 37 students, accounting for 35.2% of total sampling. Lastly, the third age group is 18 years old, its total number is 38 students and it accounts for 36.2% of total sampling. Thus, this segment shows that the highest age group which participated in the survey is 18 years old while the least is 16 years old.

Table 4.2
Age (n=105)

	Age	Frequency	Percent	Valid Percent	Accumulative Percent
Valid	16	30	28.6	28.6	28.6
	17	37	35.2	35.2	63.8
	18	38	36.2	36.2	100.0
	Total	105	100.0	100.0	

4.3.3 Grade (Level of Study)

The participants chosen by the researcher belong to the secondary stage at SSM. They are divided into three grades, from first to third year secondary students, and the VLSQ was distributed among all the three grades. Table 4.3 shows that the first grade has the frequency of 30 students, which accounts for the 28.6 % of total sampling. The second grade has the frequency of 37 students and accounts for 35.2% of total sampling. The last one is the third year with a frequency of 38 students, accounting for 36.2% of the total sampling. In other words, this segment indicates

that the highest age group at SSM who participated in the survey is in the third year while the lowest age group is first year secondary students.

Table 4.3
Grade (n=105)

	Grade	Frequency	Percent	Valid Percent	Accumulative Percent
Valid	1st year	30	28.6	28.6	28.6
	2nd year	37	35.2	35.2	63.8
	3rd year	38	36.2	36.2	100.0
	Total	105	100.0	100.0	

4.3.4 Years of Studying English

As indicating in Table 4.4 regarding the participants' number of years studying English, those who have between 6 and 9 years' experience are the highest frequency (39%) of participants, followed by those with 10 years and more experience at a frequency of 37.1% of participants. However, those with the experience of 5 years and less belong to the lowest frequency (23.8%) of participants.

Table 4.4
Years of Studying English (n=105)

		Frequency	Percent	Valid Percent	Accumulative Percent
Valid	0-5yrs	25	23.8	23.8	23.8
	6-9yrs	41	39.0	39.0	62.9
	10 & above	39	37.1	37.1	100.0
	Total	105	100.0	100.0	

4.3.5 English Language Proficiency

Table 4.5 shows the English language proficiency of the participants. Those who are considered good belong to the highest frequency (41.0%) of participants. It is followed by those with average proficiency in English with the frequency of (34.3%) of participants. However, those who are very good in language proficiency belong to the lowest frequency (10.5%) of participants. In addition, those with poor language proficiency belong to the second lowest frequency (14.3%) of participants.

Table 4.5
English Language Proficiency (n=105)

		Frequency	Percent	Valid Percent	Accumulative Percent
Valid	Poor	15	14.3	14.3	14.3
	Average	36	34.3	34.3	48.6
	Good	43	41.0	41.0	89.5
	Very good	11	10.5	10.5	100.0
	Total	105	100.0	100.0	

4.4 Findings and Results for Research Question 1: Types of VLSs

4.4.1 The Five Main Strategies

In order to answer Research Question One, a descriptive analysis of all the five main strategies and their sub-strategies were conducted. Participants' choices on the survey (VLSQ) determined the classification of their frequency of the usage of the VLSs. In other words, the classification of the frequency was categorized as high use, medium use, and low use of each strategy. These were based on a five-point

Likert scale, ranging from never (1 point), seldom (2 points), sometimes (3 points), often (4 points), and always (5 points). Therefore, the scoring system of use is valued from 0.00 to 5.00. The mean of the individual strategies (VLSs) with values from 0.00 to 1.99 is categorized as a low use of the strategy, while from 2.00 to 2.99 is considered as medium use, and, lastly, from 3.00 to 5.00 is categorized as high use of the strategy. Accordingly, Figure 4.1 & Table 4.6 revealed the main strategies used by the participants.

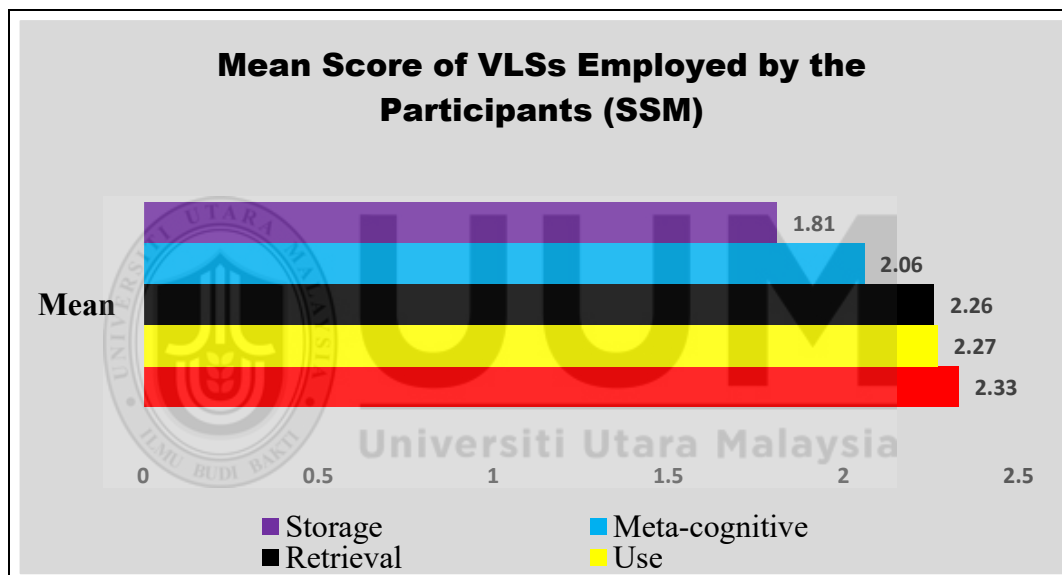


Figure 4.1: The Mean Scores of Strategies Used by Participants.

Table 4.6

The Mean and Standard Deviation of Strategies Used by Participants

Skills Categories	Mean	SD
Discovery	2.33	0.3534
Use	2.27	0.1236
Retrieval	2.26	0.1565
Meta-cognitive	2.06	0.2732
Storage	1.81	0.4073

Note: SD: Standard Deviation

Based on Figure 4.1 and Table 4.6, the five main strategies were analysed through descriptive analysis. The results generally indicated that the mean scores generated from the data can be described as medium, bearing the above threshold in mind as stated by Oxford (1990). This is due to the fact that, all strategies fall within the range of 2.00 to 2.99 which is categorized as medium level based on the mean scores interpretation where (1-2.33) is low, (2.34-3.67) is moderate, and (3.68-5) is high (Bagheri & Pihie, 2014; Pihie et al., 2011) except only one category, 'Storage', which falls below the average range.

Moreover, data reveals that all categories of strategy are within a close range, meaning that, the mean of each category is very close to the others. Nevertheless, there are slight differences in the means. For example, 'Discovery/Understanding' has the highest mean ($M = 2.33$, $SD = 0.3534$), followed by 'Vocabulary Use' with ($M = 2.27$, $SD = 0.1236$), the third level of the category is 'Retrieval' with ($M = 2.26$, $SD = 0.1565$). The fourth level of the category is 'Meta-cognitive' with ($M = 2.06$, $SD = 0.2732$), and the last level of the category is 'Storage' with ($M = 1.81$, $SD = 0.4073$). Briefly, it can be concluded from all of these outcomes that, secondary students at SSM use the five categories of VLSs at a medium level and almost at a close range based on the mean scores interpretation where (1-2.33) is low, (2.34-3.67) is moderate, and (3.68-5) is high (Bagheri & Pihie, 2014; Pihie et al., 2011).

4.4.2 The Subgroups of Strategies (VLSs)

Going into a more detailed analysis of the participants' use of strategies, each category of VLS is different; the differences are relevant and depend on the type of

strategy. The average score of strategy types is used as a way of differentiating them. However, there are five general categories which are rated on the basis of their type and usage. Most of the time they are categorized as medium strategies. The scale ranges from low usage of strategy to high usage and scores may range from low usage to high usage. For example, the mean of ‘Storage into memory strategies’ which employs actions critical to the success of the learning process is high, with a value $M=2.23$.

4.4.2.1 Meaning Discovery / Understanding Strategies

Analysis of the VLSQ indicates that understanding of meaning and exploring a new word is very important and the strategies related to these activities are very popular. However, their usage score is quite low which restricts them to a medium range usage. Even though, all the subgroups are only moderately employed, ‘word analysis’ is the most used subgroup.

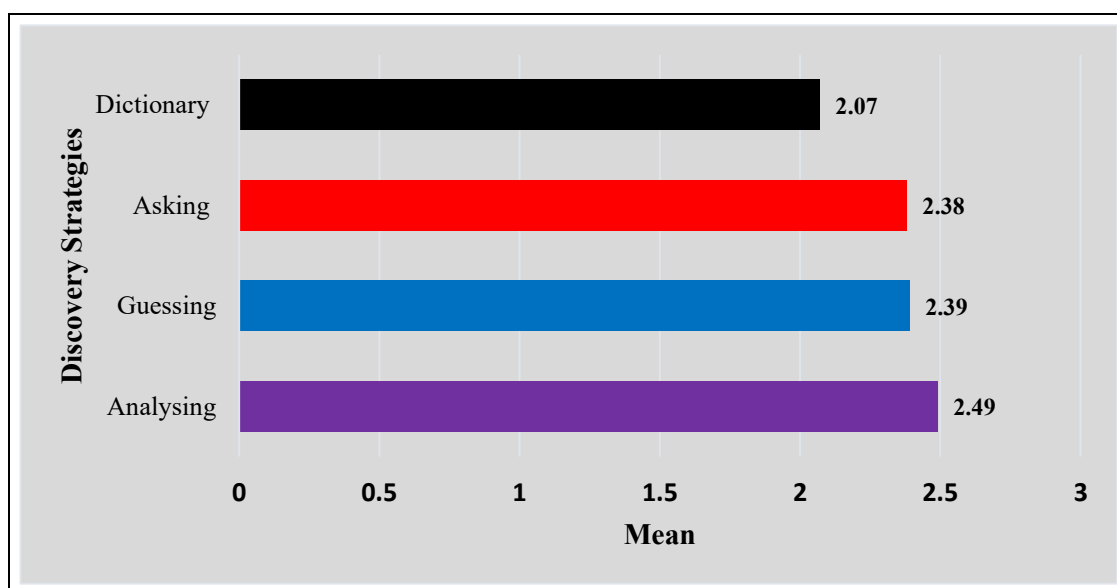


Figure 4.2: VLSs Usage – Meaning Discovery/Understanding Category

Table 4.7
VLSs Usage – Meaning Discovery/Understanding Category

Strategy Type	NO	Mean	SD
Word analysis	105	2.49	0.471
Word guessing	105	2.39	0.337
Asking	105	2.38	0.334
Dictionary	105	2.07	0.232

Note: NO: Number of data, SD: Standard Deviation

Figure 4.2 and Table 4.7 illustrate the category of discovery strategies. Particularly, the four subgroups of understanding and discovering strategies were analysed through a descriptive analysis and the results are clearly represented. The results generally indicate that the mean scores generated from the table can be described as medium, bearing the above threshold in mind as stated by Oxford (1990). In other words, the category of strategies employed to explore a new word and to create its understanding is of great importance and their means fall within the average of 2.07 to 2.49 which was categorized as medium level.

Furthermore, all strategies used to discover and understand the meaning are within a close range, meaning that, the mean of each subgroup was very close to the others. Nevertheless, there are slight differences in the means. For example, ‘Word analysis’ has the highest mean ($M = 2.49$, $SD = 0.471$), followed by ‘Word guessing’ ($M = 2.39$, $SD = 0.337$), followed by ‘Asking’ ($M = 2.38$, $SD = 0.334$). The last level of the strategy is ‘Dictionary’ ($M = 2.07$, $SD = 0.232$). As a result, it can be concluded that students at SSM use the four sub-groups of strategies (VLSs) employed to explore a new word and to create its understanding at a medium level.

4.4.2.2 Vocabulary Use

These strategies are related to the exploitation of already learned vocabulary. Table 4.8 below illustrates that all the strategies fall within the range of medium use. In fact, all items of this category of students' vocabulary learning are within a close range. To be more specific, 'using learned material' has the highest mean (2.41), and is followed by 'making up new words to overcome communicative limitation' (2.30). However, 'making up sentences in English with learned words' has the lowest mean (2.11) and 'Restoring to media and technologies' has the second lowest mean (2.24).

Table 4.8
VLSs Usage – Vocabulary Use Category

Strategy Type	Item Statement	NO	Mean	SD
Vocabulary Use	Resorting to media and technologies to use already learned words.	105	2.24	1.348
	Making up sentences in English with learned words.	105	2.11	1.325
	Using learned material as much as possible.	105	2.41	1.269
	Making up new words to overcome communicative limitations.	105	2.30	1.324

Note: NO: Number of data, SD: Standard Deviation

4.4.2.3 Vocabulary Retrieval

Particularly, these strategies are related to retrieving vocabulary from memory, when it is needed. Based on Table 4.9 below, their overall use is medium and all items of this category are within a close range, to be more specific, 'remembering words in the collocational sets' has the highest mean (2.38). It is followed by 'remembering

words in semantic' (synonyms and antonym) (2.32). However, 'remembering words in situational sets' (e.g. Bank: open an account, cheque, and cash) has the lowest mean among all these three items (2.09).

Table 4.9
VLSs Usage – Vocabulary Retrieval Category

Strategy Type	Item Statement	NO	Mean	SD
Vocabulary Retrieval	Retrieving vocabulary from memory in situational sets	105	2.09	1.161
	Retrieving vocabulary from memory in semantic sets.	105	2.32	1.221
	Retrieving vocabulary from memory in collocational sets.	105	2.38	1.196

Note: NO: Number of data, SD: Standard Deviation

4.4.2.4 Metacognitive Strategies

Metacognitive strategies are basically related to students' self-assessment of their vocabulary learning process. Table 4.10 indicated the results which were moderate or can be said to be low. Especially within the strategy of 'knowing how to learn'; students in general reported low practice with an average mean (1.96). However, regarding the strategy of 'seek opportunities to learn', students reported using an average medium mean ($M = 2.05$).

Table 4.10
VLSs Usage – Metacognitive Category

Strategy Type	NO	Mean	SD
Finding opportunities to learn	105	2.05	0.355
Knowing how to learn	105	1.96	0.156

Note: NO: Number of data, SD: Standard Deviation

4.4.2.5 Storage into Memory Strategies

These strategies, i.e. storing the words in one's memory, were of low usage, because participants reported that they did not make frequent use of these strategies, as illustrated in both Figure 4.3 and Table 4.11.

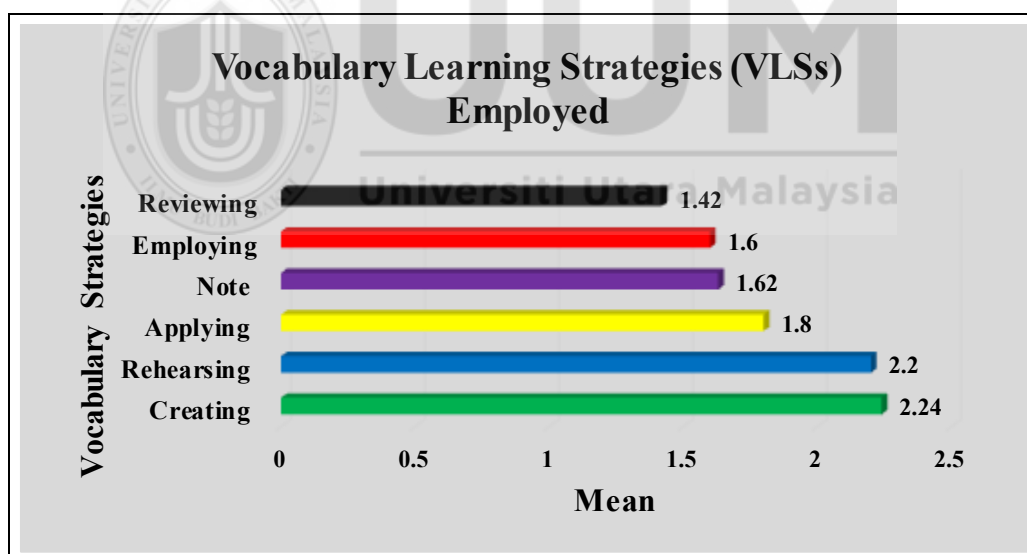


Figure 4.3: VLSs Usage – Storage into Memory Category

Table 4.11
VLSs Usage – Storage into Memory Category

Strategy Type	NO	Mean	SD
Creating	105	2.24	0.2134
Rehearsing	105	2.20	0.0673
Applying	105	1.80	0.446
Note	105	1.62	0.351
Employing	105	1.60	0.350
Reviewing	105	1.42	0.1414

Note: NO: Number of data, SD: Standard Deviation

According to the bar chart and table above, the six strategies of the category ‘Storage into the memory’ were analysed through descriptive analysis. The results indicated that the mean scores generated (Table 4.11) can be relatively described as low, bearing the above threshold in mind based on mean scores interpretation where (1-2.33) is low, (2.34-3.67) is moderate, and (3.68-5) is high (Bagheri & Pihie, 2014; Pihie et al., 2011). In other words, most of these sub-strategies had an average below 2.00 which was categorized as low level, except the only two strategies ‘Rehearsal’ and ‘Creating’ which were slightly above 2.00; ‘Rehearsal’ which has the highest mean ($M = 2.20$, $SD = 0.0673$), and ‘Creating’ which follows it ($M = 2.24$, $SD = 0.2134$). All in all, the results for research question 1 indicated that the participants (secondary students) use the main strategies (i.e. discovery/understanding, vocabulary use, retrieval, meta-cognitive and storage) at a medium level and almost at a close range.

4.5 Findings and Results for Research Question 2: VLSs by Gender, Age, Grade, Years of Studying English and Language Proficiency

4.5.1 Differences of VLSs among the Participants

Multivariate analysis of variance (MANOVA) is an extension of variance for use when there is more than one dependent variable. It is frequently used to examine the variance of more than two dependent variables in relation to independent variables (Pallant, 2007). The second research question attempts to find out whether there are significant differences in the VLSs adopted by the secondary students at SSM based on particular characteristics such as, gender, age, grade, years of studying English, and language proficiency. Therefore, in order to analyse all these five aspects, the researcher used MANOVA, and the descriptive statistics for this research question are shown in detail below.

4.5.1.1 Gender Differences

As has been mentioned previously, gender is divided into two groups (male and female) and, from the descriptive analysis, there is found to be almost the same number of both males (53) and females (52). Particularly, an independent sample t-test has been conducted for all five categories (Discovery, Storage, Retrieval, Vocabulary Use, and Metacognitive) in order to assist in exploring whether there are significant differences in the mean scores of VLSs among participants. At first, as for the category 'Discovery', there is no significant difference between the males' score ($M = 44.94$, $SD = 10.20$) and the females' ($M = 42.19$, $SD = 11.60$), $t(103) = 1.291$, $p = 0.200$. Equally, for the 'Storage' category, the male ($M = 55.45$, $SD = 15.43$) and female scores ($M = 49.63$, $SD = 20.09$), $t(103) = 1.666$, $p = 0.099$ are similar.

However, on the angle of ‘Retrieval’, there is a statistically significant difference between the males’ score ($M = 7.49$, $SD = 2.79$) and the females’ ($M = 6.07$, $SD = 3.24$), $t(103) = 2.394$, $p = 0.018$. In the same vein, in the category of ‘Use’, there is a significant difference between the males’ score ($M = 9.907$, $SD = 3.622$) and the females’ ($M = 8.211$, $SD = 4.160$), $t(103) = 2.227$, $p = 0.028$. Lastly, for the ‘Metacognitive’ category, there is no significance difference in terms of the males’ score ($M = 17.26$, $SD = 5.68$) and the females’ ($M = 15.69$, $SD = 5.539$), $t(103) = 1.435$, $p = 0.154$. This information can be viewed in Table 4.12.

Table 4.12
Gender Differences

Categories	Gender	NO	Mean	SD	F- score	T- score	DF	P Value
Discovery	M	53	44.9434	10.20448	0.849	1.291	103	0.200
	F	52	42.1923	11.60128				
Storage	M	53	55.4528	15.43419	1.870	1.666	103	0.099
	F	52	49.6346	20.09002				
Retrieval	M	53	7.4906	2.79163	0.839	2.394	103	0.018
	F	52	6.0769	3.24700				
Use	M	53	9.9057	3.62292	0.555	2.227	103	0.028
	F	52	8.2115	4.16021				
Metacognitive	M	53	17.2642	5.68450	0.027	1.435	103	0.154
	F	52	15.6923	5.53966				

Accordingly, in terms of participants’ categories (discovery, storage and metacognitive) for improving their vocabulary, gender does not influence or determine how well participants use these strategies. However, for ‘Retrieval’ and ‘Use’, gender affects and determines how the strategies are employed. Meanwhile, when the means are considered and based on the outcomes, it can be seen that, males have employed the strategy of ‘Retrieval’ ($M = 7.49$) more than females ($M = 6.07$),

as well as for, males ($M = 9.90$) use the strategy of 'Use' more than females ($M = 8.211$).

In summary, there are no statistically significant differences in the VLSs adopted by secondary students at SSM according to their gender, since the result shows that $f = 1.284$, $p = 0.277$ (Table 4.13). In other words, the p value is more than .05, meaning that there is no significant difference in the strategies used based on students' gender. Briefly, all details of the descriptive analysis outcomes are illustrated in Table 4.13

Table 4.13
Multivariate Tests

		Hypothesis		Error		Partial Eta	
Effect	Value	F	DF	Df	Sig.	Squared	
Intercept	Pillai's Trace	0.945	341.965 ^b	5.000	99.000	0.000	0.945
	Wilks' Lambda	0.055	341.965 ^b	5.000	99.000	0.000	0.945
	Hotelling's Trace	17.271	341.965 ^b	5.000	99.000	0.000	0.945
	Roy's Largest Root	17.271	341.965 ^b	5.000	99.000	0.000	0.945
Gender	Pillai's Trace	0.061	1.284 ^b	5.000	99.000	0.277	0.061
	Wilks' Lambda	0.939	1.284^b	5.000	99.000	0.277	0.061
	Hotelling's Trace	0.065	1.284 ^b	5.000	99.000	0.277	0.061
	Roy's Largest Root	0.065	1.284 ^b	5.000	99.000	0.277	0.061

a. Design: Intercept + Gender
b. Exact statistic

4.5.1.2 Age Differences

This section is concerned with investigating the mean differences of 'Age' among the participants. At first, as for the category 'Discovery', there is an overall

significant difference among the age groups at $p =$ value level of 0.001. Equally, for the ‘Storage’ category, the p value is 0.006, which indicates that there is a statistical significant difference within the groups. Even, on the angle of ‘Retrieval’, there is a statistically significant difference between the categories with a p value equal to 0.019. However, for the category ‘Use’, there is no significant difference within the categories with a p value of 0.061. Finally, in the ‘Metacognitive’ category, there is a significant difference within the levels with $p = 0.029$.

Table 4.14
Age Differences in VLSs Categories

Categories	Age	Mean	SD	F-Score	P- Value
Discovery	16	45.5667	7.79338	7.034	0.001
	17	47.0811	10.44131		
	18	38.6053	11.94478		
Storage	16	53.5667	14.43340	5.383	0.006
	17	58.7838	15.18796		
	18	45.7368	20.97706		
Retrieval	16	6.5000	2.84968	4.122	0.019
	17	7.8919	2.77673		
	18	5.9474	3.32027		
Use	16	9.0667	3.91226	2.878	0.061
	17	10.1622	3.25332		
	18	8.0000	4.43573		
Metacognitive	16	16.7000	5.20046	3.662	0.029
	17	18.1351	5.51846		
	18	14.7105	5.71346		

Note: SD: Standard Deviation

Particularly, after the five categories have been confirmed to be significant except the category of ‘Use’, the post hoc comparison analysis (Table 4.15) was conducted using the Tukey test in order to determine which level or group of the independent

aspect is really significant. The results reveal that, the age of 16 is significantly different from age 18 ($p = 0.019$) while there is no significant difference between the ages of 16 and 17 ($p = 0.823$). Then, the age of 17 is significantly different from age 18 under the category of 'Discovery'. Concerning 'Storage', there is no significant difference between the ages of 16 and 17 ($p = 0.441$) and also the ages of 16 and 18 ($p = 0.159$), but there is a significance difference between the ages of 17 and 18 ($p = 0.004$). As for the category 'Retrieval', there is no significant difference between the ages of 16 and 17 ($p = 0.148$) or of 16 and 18 ($p = 0.732$), while there is a significant difference between the ages of 17 and 18 ($p = 0.017$). Lastly, for 'Metacognitive', there is no significant difference between the ages of 16 and 17 ($p = 0.540$) and the age of 16 and 18 ($p = .305$), but there is a significance difference between the ages of 17 and 18 ($p = .022$).

Table 4.15
Multiple Comparison of Ages

Dependent Variable	(I) Age	(J) Age	Sig.
Discovery	16	17	0.823
		18	0.019
	17	16	0.823
		18	0.002
Storage	16	17	0.441
		18	0.159
	17	16	0.441
		18	0.004
Retrieval	16	17	0.148
		18	0.732
	17	16	0.148
		18	0.017
Metacognitive	16	17	0.540
		18	0.305

	16	0.540
17	18	0.022

Comparatively, as for ‘Discovery’, it can be seen that the age of 16 ($M = 45.56$) has a higher mean than the age of 18 ($M = 38.60$), and age 17 (47.08) also has a higher mean than 18, meaning that, students at the age of 17 have a higher propensity of vocabulary discovery, followed by the age of 16, but age 18 is considered the least influence on the category of discovery among participants. Meanwhile, as for the category ‘Storage’, the age of 17 ($M = 58.78$) has a higher ability of vocabulary storage than the age of 18 ($M = 45.73$). For ‘Retrieval’, the age of 17 ($M = 7.89$) possess a higher chance of using retrieval strategies than the age of 18 ($M = 5.94$). Lastly, for ‘Metacognitive’, the age of 17 ($M = 18.13$) has more ability to use it than the age of 18 ($M = 14.71$).

As mentioned earlier, the participants’ ages are divided into three groups (16, 17 and 18 years old). The descriptive analysis shows that participants have a close number to each other. To be specific, there are slightly more 18-year olds than 17-year olds, but those who are the youngest, at 16 years old, are the smallest group (30 participants). Based on the outcomes, there are no statistically significant differences in the VLSs adopted by students at SSM according to their age, since the result is $f = 1.708$, $p = 0.081$. In other words, the p value is more than 0.05, meaning that there are no significant differences on the strategies used. The details of the descriptive analysis results are shown in Table 4.16.

Table 4.16
Multivariate Tests

		Hypothesis		Error		Partial Eta	
Effect	Value	F	df	df	Sig.	Squared	
Intercept	Pillai's Trace	0.951	378.925 ^b	5.000	98.000	0.000	0.951
	Wilks' Lambda	0.049	378.925 ^b	5.000	98.000	0.000	0.951
	Hotelling's Trace	19.333	378.925 ^b	5.000	98.000	0.000	0.951
	Roy's Largest Root	19.333	378.925 ^b	5.000	98.000	0.000	0.951
Age	Pillai's Trace	0.158	1.693	10.000	198.000	0.084	0.079
	Wilks' Lambda	0.846	1.708^b	10.000	196.000	0.081	0.080
	Hotelling's Trace	0.178	1.723	10.000	194.000	0.078	0.082
	Roy's Largest Root	0.149	2.947 ^c	5.000	99.000	0.016	0.130

a. Design: Intercept + Age

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

4.5.1.3 Grade Differences

The third factor tries to explore the mean differences of 'Grade' across all five categories. Based on the outcomes, grade 1 is significantly different from grade 3 ($p=0.019$) but not significantly different from grade 2 ($p=0.823$). Then, grade 2 is significantly different from grade 3 under the category of 'Discovery'. Concerning 'Storage' category, there is no significant difference between grades 1 and 2 ($p=0.441$) and grades 2 and 3 ($p=0.159$), but there is a significance difference between grades 2 and 3 ($p=0.004$). For the 'Retrieval' construct, there is no significant difference between grades 1 and 2 ($p=0.148$) or grades 2 and 3 ($p=0.732$), while there is a significant difference between grades 2 and 3 ($p=0.017$). Lastly, for 'Metacognitive', there is no significant difference between grades 1 and 2 ($p=0.540$)

and grades 2 and 3 ($p= 0.305$), but there is a significance difference between grades 2 and 3 ($p= 0.022$). This information can be viewed clearly in Table 4.17.

Table 4.17
Multiple Comparison of Grades

Dependent Variable	(I) Grade	(J) Grade	Sig.
Discovery	1	2	0.823
		3	0.019
	2	1	0.823
		3	0.002
Storage	1	2	0.441
		3	0.159
	2	1	0.441
		3	0.004
Retrieval	1	2	0.148
		3	0.732
	2	1	0.148
		3	0.017
Metacognitive	1	2	0.540
		3	0.305
	2	1	0.540
		3	0.022

Comparatively, as for ‘Discovery’, grade 1 ($M = 45.56$) has a higher mean than grade 3 ($M = 38.60$), and grade 2 (47.08) likewise has a higher mean than grade 3. Meaning that, participants at the age of 17 years have a higher propensity for vocabulary discovery, followed by the age of 16, but grade 3 has the least influence on ‘Discovery’. Meanwhile, as for ‘Storage’, grade 2 ($M = 58.78$) has a higher ability of vocabulary storage than grade 3 ($M = 45.73$). As for ‘Retrieval’, grade 2 ($M =$

7.89) possess a higher chance of using retrieval strategies than grade 3 ($M = 5.94$). Then, grade 2 ($M = 18.13$) has more ability to use 'Metacognitive' strategies than grade 3 ($M = 14.71$).

As mentioned earlier, participants' level is divided into three grades (1, 2, and 3) and, according to the descriptive analysis; the largest group is those who belong to the third grade (38 students). Particularly, there are no statistically significant differences in VLSs adopted by students according to their grade, since the P value is more than .005.

4.5.1.4 Duration of English Instruction Differences

Equally, the fourth factor shows the mean differences of language experience among participants. At first, as for 'Discovery', there is no significant difference among the categories (the value of $p = 0.714$). Likewise for the 'Storage' category, ($p = 0.774$), which means that there are no statistically significant differences within the categories. Even for 'Retrieval', there is no statistically significant difference between the categories with the value of p being equal to 0.618. Also, for the 'Use' category, there is no significant difference within the categories ($p = 0.909$). Lastly, for the 'Metacognitive' category, there is no significant difference within the categories ($p = 0.459$). This information can be viewed in Table 4.18.

Table 4.18
Duration of English Instruction among Categories

VLSs Categories	Duration of English instruction	Mean	SD	F-Score	P- Value
Discovery	0-5	43.6800	9.63379	0.338	0.714
	6-10	44.5366	10.65152		
	+10	42.5128	12.17174		
Storage	0-5	54.8400	15.21425	0.256	0.774
	6-10	51.7805	15.77421		
	+10	51.9487	21.87398		
Retrieval	0-5	7.2400	3.17910	0.483	0.618
	6-10	6.8293	2.82756		
	+10	6.4615	3.33913		
Use	0-5	9.1600	4.02782	0.096	0.909
	6-10	9.2195	3.85040		
	+10	8.8462	4.15197		
Metacognitive	0-5	17.4800	5.04249	0.785	0.459
	6-10	16.6341	5.11740		
	+10	15.6923	6.49353		

According to Pallant (2007), the post hoc comparison cannot be computed under this analysis, since none of the factors provide a significant difference result. Based on that, the duration of English instruction among participants doesn't have any influence on all the categories of VLSs.

4.5.1.5 English Proficiency Level Differences

The last aspect tries to examine the mean differences of language proficiency among participants across all strategies. The levels of language proficiency among participants are divided into four groups as: very good (V), good (G), average (A),

and poor (P). Based on the descriptive analysis, the largest group of participants are those who have a good level (G) of English proficiency (43 students). They are followed by those at the average level (A) of English proficiency (36 students). However, the smallest groups are those belonging to the very good (V) and poor (P) levels of language proficiency (11 and 15 students respectively) as can be seen in Table 4.19.

Table 4.19
Descriptive Analysis of English Proficiency Level

Between-Subjects Factors			
		Value Label	NO
English Proficiency Level	0	Poor	15
	1	Average	36
	2	Good	43
	3	Very good	11

Note: NO: Number of data

At first, as for the category 'Discovery', there is an overall significant difference among the proficiency levels since the value of $p = 0.0001$. For the 'Storage' category, $p = 0.028$ which means, there is a statistically significant difference within the levels of language proficiency. However, for 'Retrieval', there is no statistical significant difference between the levels with a p value equal to 0.080. As for the category of 'Use', there is a statistically significant difference within the levels ($p = 0.0001$). Finally, for the 'Metacognitive' category, there is no significance difference within the levels ($p = 0.073$). The information can be viewed in Table 4.20.

Table 4.20
English Proficiency Level Differences in VLSs Categories

Categories	English Level	Mean	SD	F-Score	P- Value
Discovery	P	36.6000	13.08653	6.751	0.000
	A	42.1111	9.84386		
	G	44.5349	9.77204		
	V	54.1818	7.70478		
Storage	P	46.6667	23.23688	3.159	0.028
	A	47.9722	15.44666		
	G	55.8605	17.73963		
	V	62.8182	13.51901		
Retrieval	P	6.0667	3.43234	2.322	0.080
	A	6.0278	3.01886		
	G	7.3023	2.81607		
	V	8.2727	3.37908		
Use	P	7.0000	4.50397	6.599	0.000
	A	8.1389	3.75806		
	G	9.5814	3.43811		
	V	12.9091	3.11302		
Metacognitive	P	14.1333	7.11002	2.394	0.073
	A	16.3333	4.90481		
	G	16.5349	5.38229		
	V	20.0000	5.69210		

Note: SD: Standard Deviation

Meanwhile, after the five categories have been confirmed to be significant except the categories of ‘Retrieval’ and ‘Metacognitive’, the post hoc comparison analysis has been conducted using the Tukey test in order to determine which level or group of the independent variables are really significant. Based on the outcomes, the language proficiency of the P level is significantly different from the G level ($p = 0.050$). The P level is significantly different from the V level ($p = 0.0001$), and the A level is

significantly different from the V level under the category of ‘Discovery’.

Concerning the ‘Use’ category, there is a significant difference between the P level and the V level ($p = 0.001$), and between the A level and the V level with $p = 0.002$.

In other words, the information can be read from Table 4.21.

Table 4.21

Multiple Comparison of English Proficiency Level

Dependent Variable	(I) English Level	(J) English Level	Sig.
Discovery	P	A	0.295
		G	0.050
		V	0.000
	A	P	0.295
		G	0.716
		V	0.004
	G	P	0.050
		A	0.716
		V	0.029
	P	A	0.253
		V	0.780
		A	0.746
Use	P	G	0.097
		V	0.001
		P	0.746
	A	G	0.312
		V	0.002
		P	0.097
	G	A	0.312
		V	0.043

Comparatively, as for ‘Discovery’, level G ($M = 44.53$) has a higher mean than level P ($M = 36.60$), and level V (54.18) has a higher mean than Level P. The language

proficiency at level V has a higher mean than level A ($M = 42.11$), while level A has a higher mean than level P. Lastly, level V has a higher mean than level G, Meaning that, the proficiency level V has the highest influence on students' discovery ability, followed by both levels of language proficiency G and A respectively. By contrast, the proficiency level with the least impact on discovery is P. As for the category 'Use', the proficiency level V ($M = 12.90$) has a higher mean than level P ($M = 7.00$), and than level A ($M = 8.138$). Also, level V has a higher mean than level G (9.58). In essence, proficiency level V has the highest influence on the 'Use' category, while the proficiency level with the least impact is p.

Based on the outcomes, there are statistically significant differences of strategies adopted by participants according to their levels of language proficiency, as the result is $f = 2.328$, $p = 0.004$. In other words, the p value is smaller than 0.005, meaning that, there are significant differences in the use of strategies based on the students' language proficiency. The details of the descriptive analysis results are shown in Table 4.22.

Table 4.22
Multivariate Tests

Effect		Value	F	Hypothesi s df	Error df	Sig.	Partial Eta Square d
Intercept	Pillai's Trace	0.939	297.228 _b	5.000	97.000	0.000	0.939
	Wilks' Lambda	0.061	297.228 _b	5.000	97.000	0.000	0.939
	Hotelling's Trace	15.321	297.228 _b	5.000	97.000	0.000	0.939
	Roy's Largest Root	15.321	297.228 _b	5.000	97.000	0.000	0.939
English Level	Pillai's Trace	0.306	2.247	15.000	297.000	0.005	0.102
	Wilks' Lambda	0.713	2.328	15.000	268.176	0.004	0.107
	Hotelling's Trace	0.375	2.394	15.000	287.000	0.003	0.111
	Roy's Largest Root	0.281	5.569 ^c	5.000	99.000	0.000	0.220

a. Design: Intercept + English Level

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Furthermore, there is a statistically significant difference between the students' English proficiency on the combined dependent variable, $f = 2.247$, $p = 0.005$, Pillai's Trace = 0.005; partial eta squared = 0.102. When the results from the dependent variables are considered separately, the only difference in reaching statistical significance, using a Bonferroni adjusted alpha level of 0.005, is the 'Discovery'

strategy, $f = 6.751$, $p = 0.000$, partial eta squared = 0.167 and also the ‘Use’ strategy, $f = 6.599$, $p = 0.000$, partial eta squared = 0.164.

Table 4.23
Tests of Between-Subjects Effects

Source	Dependent Variable	Type III		Mean Square	F	Sig.	Partial Eta Squared
		Sum of Squares	Df				
Corrected Model	Discovery	2084.072	3	694.691	6.751	.000	.167
	Storage	2904.610	3	968.203	3.159	.028	.086
	Retrieval	64.233	3	21.411	2.322	.080	.065
	Use	268.854	3	89.618	6.599	.000	.164
	Metacognitive	219.798	3	73.266	2.394	.073	.066
Intercept	Discovery	150907.085	1	150907.085	1466.458	.000	.936
	Storage	218131.983	1	218131.983	711.719	.000	.876
	Retrieval	3670.023	1	3670.023	398.077	.000	.798
	Use	6787.663	1	6787.663	499.792	.000	.832
	Metacognitive	21519.686	1	21519.686	703.296	.000	.874
Language Proficiency Level	Discovery	2084.072	3	694.691	6.751	.000	.167
	Storage	2904.610	3	968.203	3.159	.028	.086
	Retrieval	64.233	3	21.411	2.322	.080	.065
	Use	268.854	3	89.618	6.599	.000	.164
	Metacognitive	219.798	3	73.266	2.394	.073	.066

Apart from that, an inspection of the post-hoc analysis indicates the specific differences for the two categories ‘Discovery’ and ‘Use’, as they have been stated according to the students’ levels of language proficiency. Regarding the ‘Discovery’

strategy, the Post-Hoc analysis indicates that, the group with a poor level of language proficiency ($M = 36.60$, $SD = 13.80$) has statistically significant different strategies from the group at the very good level ($M = 54.60$, $SD = 13.18$). Besides, the post-hoc analysis indicates that, the group with average proficiency ($M = 42.11$, $SD = 9.84$) has statistically significant different strategies from the group with very good proficiency ($M = 54.60$; $SD = 13.18$). In addition, the post-hoc analysis indicates that, the group with good proficiency ($M = 44.53.11$, $SD = 9.77$) has statistically significant different strategies from the very good group ($M = 54.60$, $SD = 13.18$). Accordingly, the outcomes indicate that, the higher the level of language proficiency among students, the greater their involvement with the ‘Discovery’ strategy of vocabulary learning.

Table 4.24
Post-Hoc Table (Tukey)

Dependent Variable	English Level	(J) English Level	Mean Difference (I-J)	Std. Error	Sig.
Discovery	Poor	Average	-5.5111	3.11751	0.295
		Good	-7.9349	3.04196	0.050
		Very good	-17.5818*	4.02684	0.000
	Average	Poor	5.5111	3.11751	0.295
		Good	-2.4238	2.29165	0.716
		Very good	-12.0707*	3.49479	0.004
	Good	Poor	7.9349	3.04196	0.050
		Average	2.4238	2.29165	0.716
		Very good	-9.6469*	3.42757	0.029
	Very good	Poor	17.5818*	4.02684	0.000
		Average	12.0707*	3.49479	0.004
		Good	9.6469*	3.42757	0.029

Similarly, for the ‘Use’ strategy, the post hoc analysis indicates that, the group with a poor level of language proficiency ($M = 7.00$, $SD = 4.50$) has statistically significant different strategies from the group at the very good level ($M = 12.90$, $SD = 3.11$). Also, the post hoc analysis shows that the group with average proficiency ($M = 8.13$, $SD = 3.75$) has statistically significant different VLSs from those with a very good level of language proficiency ($M = 12.90$, $SD = 3.11$). In addition, the post hoc analysis indicates that the group with good proficiency ($M = 9.58$, $SD = 3.43$) has statistically significant different strategies from the group at the very good level of language proficiency ($M = 12.90$, $SD = 3.11$). Accordingly, the outcomes indicate that, the higher the level of language proficiency among students at SSM, the more their involvement with the strategy of ‘Use’ of vocabulary learning.

Table 4.25
Post-Hoc Table (Tukey)

Dependent Variable	English Level	(J) English Level	Mean Difference (I-J)	Std. Error	Sig.
Use	Poor	Average	-1.1389	1.13254	0.746
		Good	-2.5814	1.10510	0.097
		Very good	-5.9091*	1.46289	0.001
	Average	Poor	1.1389	1.13254	0.746
		Good	-1.4425	0.83252	0.312
		Very good	-4.7702*	1.26960	0.002
	Good	Poor	2.5814	1.10510	0.097
		Average	1.4425	0.83252	0.312
		Very good	-3.3277*	1.24518	0.043
	Very good	Poor	5.9091*	1.46289	0.001
		Average	4.7702*	1.26960	0.002
		Good	3.3277*	1.24518	0.043

4.6 Findings and Results for Research Question 3: Factors Affecting VLSs

The second part of this chapter deals with the report of qualitative data analysis. It comprises the emergent themes and main ideas from qualitative data; classroom observations, interviews, and focus group discussions (FGD).

4.6.1 Factors Influencing Vocabulary Learning

Based on the review of previous researches (e.g. Wharton, 2000 and Oxford and Burry-Stock, 1995), there were particular factors which played a significant influence on the use of VLSs among learners. Besides, Green and Oxford (1995) pointed that the connection between the use of learning strategies and learners' variables have been the focus of growing body of research studies. In the qualitative aspect of this research, through the analysis of classroom observations, interviews and focus group discussions, the next stage is to explain the emergent themes and main ideas whereby twofold objectives are stated as follows. The first is to explore the major factors that influence the use of strategies (VLSs) among the participants and the second is to investigate the strategies employed by the participants in all five stages of vocabulary learning. Particularly, several explanations were given by the participants at SSM who took part in this study concerning their understanding of factors that affect their vocabulary learning. Accordingly, under this heading, there were three themes generated as follows: language learning environment, attitudes and beliefs and lastly motivation.

4.6.1.1 Language Learning Environment

According to Gu (2003), language learning environment is specified as the socio-cultural-political environment where learning takes place. There are several examples that are included in this category such as, teachers, peers, classroom, social and cultural tradition of learning etc. Based on the provided learning environment, these aspects (examples as mentioned above) have a notable impact on the appropriateness of strategy use, so a strategy which is suitable or possible in a specific learning environment might come to be unsuitable or impossible in another one (Gu, 2003).

As for the present study, participants described the language learning environment as the surrounding environment (in Malaysia) where they had a better opportunity of immersion in the use of English language compared to the situation in their country like Saudi Arabia where English is rarely used. As an example, one of the participants (1) explained that:

Yeah...at Saudi school Malaysia, English is very important because many people speak English...aa....so language is the only way to communicate with people here and particularly outside the school (Ahmad-Interview).

Other words for the same meaning indicated by the second participant (2):

English is really important here at Malaysia...um...for example, if I like to go with taxi somewhere, how I can explain for him....and if I go outside home...aa...I need to speak English because it's difficult to find someone talks Arabic (Ali-Interview).

Participant (4) also stated that:

Since I study at Saudi school Malaysia, I speak English everywhere even if I in the school or outside...um....so in Malaysia...aa...I must focus on learning English (Fiasal- Interview).

In essence, the interviewees are saying the same thing in different words. That is, the society in Malaysia is considered more conducive for building students' vocabulary and acquiring their English language generally. This is because, there are many situations where they need to speak and practice English. In other words, from the foregoing discussion, it can be said that the surrounding environment plays a salient factor in building and expanding the vocabulary of a forging language learner. For example, when students study at Saudi School Malaysia (SSM), the environment supports and assists them to practice, expand, develop and build their vocabulary.

For example, participant (7) revealed that:

Yeah...there is a big difference between studying at Saudi Arabia and studying at Saudi school Malaysia.....um...English here is very important because of the society...mmm...they speak and understand English (Sultan- Interview). Participant (9) also says the same thing in different words: Actually, I really interested in learning English since I'm here...um...because all my dealing with others in English....so I need that for all my daily life situations (Ahmad- Interview).

Furthermore, the teacher at the school (SSM) considered motivation and language learning environment as considerable factors which supported students in learning and expanding their English vocabulary, as he said:

I think, motivation is good for the students...aa...when I motivate students...um...they will be more knowledgeable to understand and to master new vocabs....actually, the environment is good for the students...aa...um...because students have the chance and the opportunity to practice English all the year (Teacher, Ibrahim-Interview).

Additionally, according to the discussions (FGD), students believed about the influence of society which they live in. Some examples of their main ideas are as follows: English is considered as the only way of communication in Malaysia since it is not easy to find someone who speaks Arabic. A lot of people speak English in

Malaysia because of the society, so the students speak English because many people understand English.

S1: *Aaa...for me the environment helps me very strongly to look for new words regularly.*

S2: *Actually...aa...communication with people makes me interested in learning more new words...um...because I need to communicate with others and friends.*

S3: *Um...when I feel with myself that I don't have enough vocabs to talk with friends or speak with others...aa...because of the less words that I have (FGD-Group A).*

Generally, what can be deduced from these participants' ideas that language learning environment plays a notable impact on the students' vocabulary learning and it is a major factor for building, developing, and expanding learners' vocabulary as well as the Malaysian environment can be considered as conducive for the secondary school students at SSM.

4.6.1.2 Attitudes and Beliefs

Another major theme that has been stated by the participants of this study is students' attitude and belief, as one of them (participants: 8) explained that:

According to myself... aa...I see learning vocabulary is the basic thing in the language...aa...I have used to expand my vocabs from time to time...so I feel my level in language becomes advanced (Turki-Interview).

Borg (2001, p.186) offers a definition, belief features, as "it is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour". Besides, Williams and Burden (1997, p.56) suggest that they "tend to be culturally bound, to be formed early in life and to be resistant to change".

Moreover, participants' ideas seem to be intertwined. In other words, this revealed the awareness of language's importance and the necessity of vocabulary learning, as one of the participant (5) exemplified that:

Of course!...knowing vocabulary is important because you will use vocabs in your daily life situations...aa...you have to focus on learning and expanding your vocabs frequently (Musharey-Interview).

Meanwhile, participant (7) mentioned that:

Yeah...there is a big difference between studying at Saudi Arabia and studying at Saudi school Malaysia.....English here is very important because of the society...mmm...they speak and understand English (Waleed-Interview).

Participant 3 explained that:

Umm...I think learning English vocabulary is important...aa...For example...if you like to talk with a foreigner and like to invite him to Islam...you should say the words that effect on him when he listens to you...um...you must learn more and more vocabs if you like to be a proficient in language (Khalid-Interview), and also participant 4 indicated that Yeah...Learning vocabulary is important because language depends on vocabulary...aa...so if you have more vocabs...you will understand the language...aa...Even if don't know much about grammar (Saad-Interview).

Apart from that, the teacher has a good awareness about the necessity of vocabulary leaning among the students. As an example, he praised students who answered the questions and encouraged others to try by calling their names. He also asked students to pay attention to the new words they just have learnt, such as asking them to use the new words in different contexts. The teacher also has a good attitude and belief about the need of teaching vocabulary for students at SSM since vocabulary is considered an important skill among other linguistic skills, as he said that:

If students want to talk, listen and write...aa... they need vocabs...um... they need vocabs to understand what they want to do.....um...students need to understand the vocabs, need to expand their vocabs, need to learn everyday new vocabs...aa...because in my opinion...umm...English vocabs is more important than grammar (Teacher, Ibrahim-Interview).

Moreover, students have a good awareness about the necessity of expanding their vocabulary because vocabulary helps them to master all language skills such as, reading, writing, speaking and listening. Thus, in order to be advanced in a target language, a learner should focus more on vocabulary learning.

S1: *Yeah...of course!!...because if you don't have vocabs, you can't communicate with people in the society you live in.*

S2: *It's important because you can't speak or talk with anyone without vocabs.*

S3: *I think, it's important because vocabs could help you when you want to speak.*

S4: *We need to learn vocabs...aa...first in order to understand what you are reading...um....so vocabs are really important and should be learnt first (FGD-Group B).*

Generally, students at SSM have a positive attitude and belief; they are apparently motivated by the environment. Therefore, it is suggested that it is better for students to focus more on their vocabulary and employ some strategies (VLSs) which they can help them in dealing with new words and to understand the language very well. Accordingly, attitudes and beliefs were considered as major factors towards enhancing vocabulary learning in a FL.

4.6.1.3 Motivation

Motivation and the use of strategies (VLSs) are relatively connected (e.g. Ehrman and Oxford, 1990; Sanaoui, 1995). The more motivated and encouraged the learners, the better and more use of strategies and vice versa; the low level of motivation and low use strategies are related to each other. As for the current study, participants described motivation as one of the crucial factors that affected their vocabulary learning. For example, participant 2 explained that:

Actually, it depends on the person himself...aa...I mean if he is interested in learning and has the desire for that...um...so language will be easy...aa...for example, sometimes when I see someone talks about something important and there are some

key words that I don't know...aa... when I come back home...I try to learn these words which I don't understand (Ali-Interview).

Meanwhile, participant (8) indicated that:

Yeah...I think any one wants to learn English...aa...he should put in his mind first to like learning English...okay...but if you don't like to learn language...aa...you will not make use of any aspects which help you to learn (Mohammad-Interview).

Besides, participant (3) explained that:

Yeah...this happens with me when I came to Malaysia...umm...I was thinking with myself how can I deal with and understand people here...um...so I started to focus on English...aa...little by little... I improved (Abdullaziz-Interview). Participant (7) clarified that *actually, it depends on the person himself...umm...because some people are limited with the vocabs they have been learnt...but others like to improve and expand their vocabs frequently...aa....so the aspect depends on you (Waleed-Interview).*

Consequently, based on the participants' main ideas, if a student is interested in English and has the desire, English will be easy. Apart from that, through the classroom observation, the teacher asked some questions which were not available in the textbook, but developed during the preparation for the lesson. This assisted the students to guess the meaning for the new-words and activated them to use the new vocabulary in different contexts also. Besides, teacher's encouragement for each group to work together; he asked them to express freely using the new vocabulary they have learnt. No matter if students' answers were correct or not; they just need to speak up and say what they can speak. At the same time, the teacher played the role of a facilitator and praised the students. In other words, teacher's motivation for the students, the variation of activities in the classroom, and the management of class time were notable aspects during the classroom observation (Appendix G).

Unit 6 → Student's Book pp. 70-71

VOCABULARY

A. Complete the text with the correct word/phrase. There are two extra words/phrases which you do not need to use.

extinction solar futuristic species global warming
accessible aware of power fossil fuels alternative

We must all become (1) aware of the fact that (2) global warming is no longer just a myth, but a real threat to our lives. Sea levels are rising and threatening to flood coastal areas. Heatwaves are becoming more and more frequent and intense. Droughts and wildfires are also occurring more often and pushing many (3) species of animals to (4) extinction. We need to find (5) alternative sources of energy like (6) solar energy or hydroelectric (7) power, which can be (8) accessible to everyone if we are to do anything about this situation.

B. Circle the correct answer.

- If you want a room at our hotel, you must book a month in advance / ahead.
- Alan, drive carefully, because the road is renewable / slippery.
- I'm afraid your advertisement for the mobile phone is eye opening / misleading.
- In our neighbourhood there are plenty of sport facilities / guidelines.
- You don't need to bring any sheets or pillowcases as all linen / straw is provided by the hotel.
- Attendance / Admission to the lecture is free for all the students of the college.

C. Match the words with their definitions. Then use the correct form of the words to complete the sentences.

- | | | |
|--------------|-----|--|
| 1. currently | (F) | a. related to a city/town |
| 2. disabled | (C) | b. a person living in a place |
| 3. generate | (A) | c. give money to charities |
| 4. charge | (D) | d. cause to exist, produce |
| 5. urban | (E) | e. somebody who cannot use part of their body due to permanent illness or injury |
| 6. donate | (B) | f. now, at this period of time |
| 7. resident | (G) | g. an amount of money you have to pay |

- Donating unwanted clothes to a charity is far better than throwing them away.
- Happy residents are celebrating the opening of a bicycle path through the neighbourhood.
- The summer sales are currently on in all high street shops.
- This parking space is reserved for the disabled.
- He is a great author and always generates a lot of interest when he brings out a new book.
- What's the charge for an extra night at the hotel?
- The local council has announced plans to add green spaces and water fountains to all urban areas.

Figure 4.4: Observation 1

Figure 4.4 shows vocabulary activities taken from *English language for 3rd secondary grade, 2016*. Besides, during the whole class time, the teacher was seen working actively to facilitate students' vocabulary learning and helping them to comprehend the lesson very well i.e. words with multiple meanings and word combinations (Appendix G). The teacher set a good introduction to help students to get into the lesson smoothly, motivated them to interact with him by encouraging them to participate, praising their attempts to answer his questions, and friendly correcting their inappropriate answers.

Apart from that, some students were not seen participating in classroom discussion; however, the teacher encouraged passive students to participate. Yet the teacher did not comment on group work activities which did not seem to be very effective as some students were seen working individually. The teacher always told all the students when anyone likes to participate, by saying that *please...speak upraise your voice* to make sure that all students in the class could hear the participation of their peers. Lastly, during teacher's discussion with students and explanation on the lesson, he used several times some praise and encouragement phrases to appreciate and motivate students such as *Great...Excellent...Very Good...Thank you*. Expanding vocabulary helps students to improve their language as well as they should like and enjoy learning English if they want to learn the language. Therefore, motivation is a major factor for enhancing their English vocabulary.

In short, several explanations were given by the participants at SSM who took part in this study concerning their understanding of factors that affect their use of VLSs. Accordingly, three major themes have been generated; language learning environment, attitudes and beliefs and lastly motivation.

4.7 Findings and Results for Research Question 4: Strategies Used in All Five Stages of Vocabulary Learning

In a paper by Brown and Payne (1994, cited in Hatch & Brown 1995), presented at the TESOL convention, the researchers outline five critical stages of vocabulary learning, as ‘encountering new words’, ‘getting the word form’, ‘getting the word meaning’, ‘consolidating word form and meaning in memory’ and lastly ‘using the word’. Additionally, Fan (2003) supports the model offered by Brown and Payne (1994) that classifies the learning process of vocabulary learning in a FL into five critical stages as previously mentioned. Particularly, according to the analysis of qualitative data, a number of explanations were stated by the secondary students at SSM regarding the strategies they employed in learning new English vocabulary. In other words, under this main-heading, there are major themes which have been generated based on participants’ explanations.

4.7.1 Encountering New Words (Stage 1)

In stage 1, while encountering new words, students can employ different strategies of vocabulary learning that have been confirmed by the review of related literature as effective strategies (i.e. guessing strategies) when applied well can develop learners’ vocabulary, improve their critical thinking ability and learning capacity as well as to save learners’ time. Accordingly, the focus will be on guessing strategies since they are divided into three basic types such as, guessing from the context, picture, and word morphology. Thus, under this sub-heading, there are major themes have been generated in all the three types of guessing strategies based on the explanation of the informants as stated below.

4.7.1.1 Guessing from the Context

Learning how to guess the actual or true meaning of new words from a context given is best practice to memorise a word, meanwhile it also helps learners to be logical in their learning process (Clarke & Nation, 1980; Liu & Nation, 1985; Nation, 2008). Guessing from the context is a good strategy in learning new vocabulary and assisting students to learn and read faster when using guessing from the context (Abdul Wahab, 1997). Guessing is also believed to encourage and improve vocabulary growth (Ghazal, 2007; Liu & Nation, 1985; Nation & Coady, 1988).

Basically, all participants who have participated in this study informed the interviewer that guessing from the context assisted them to guess the meaning of new words and supported them to understand the meaning of a sentence as a whole. For example, one of the participants (1) explained that:

Yeah...guessing strategy is helpful...aa...it helps me to understand the new words which I face very quickly...um...in other words, based on the context and the sentence...aa...I try to guess the new word to understand the meaning (Ahmad-Interview).

Participant 2 also revealed the same meaning in different words: *Yes, guessing strategy is good...aa...for example if a text talks about certain issue...um...so this will help me to understand the new words...umm...for example if the context about mathematics...aa...so of course, it will help me to guess the meaning...um...because the new words of the context will deal with mathematics basically...um...I mean the new words in the text will not be in another issue (Ali-Interview).*

Moreover, it is also found that the participants employed the guessing strategies with slightly different variations. For instance, the informants were asked by the interviewer to guess the meaning of the word 'Nicotine'. All the students with the exception of the participant (7) tried to explain the meaning of the word 'Nicotine' from its context by saying that it is:

A colourless and oily drug in tobacco, stains the teeth of chain smoker”, when asked how they managed to understand the meaning. They all replied by saying that they did so *based on the words between the commas immediately after the word* (Sultan-Interview).

Besides, participants 1, 2 and 3 added that grammar or knowing the parts of speech of a word or the parts of the sentence assisted them to recognize the meaning of new words. In other words, using this strategy is good and helpful in guessing the meaning of the new vocabulary, as participant (1) explained that:

Yes, of course!!... knowing some grammatical features help me to guess the meaning ..aa...it is beneficial.... Besides, participant (2) revealed that (I): Do you mean to guess the new words based on the context? (S): Yeah!!... Exactly....yes, exactly...aa... if I know the nouns, verbs in a sentence, umm...it will help me to guess the meaning of new words...yeah...you are right... If I understand the parts of the sentence...aa...I can guess the meaning.

Participant (3) also indicated that: *Aaa...yes, I know guessing strategies... aa...and I have used to use this way when I find a new word in a sentence...um...so I try to understand the sentence first and think of it...aa...and then guess the meaning of the new word* (Ahmad, Ali and Khalid-Interview).

Unit 2 reading

1. PRE-READING

Discuss.

- Is it possible that there is life on other planets?

2. READING FOR GIST

Read the article on page 19 quickly and answer the question that follows.

What is the writer's attitude towards the idea of communicating with extraterrestrials?

- He is a fanatical supporter of it.
- He is totally against it.
- He believes the disadvantages are more than the advantages.
- ☒ He is neutral and doesn't take sides.

3. READING FOR SPECIFIC INFORMATION

Read the article again and answer the questions 1-7 below. Choose a, b, c or d.

- What does the writer mean by the phrase 'our fascination with extraterrestrials reached a peak' in line 10?
 - ☒ People were interested in aliens more than ever before.
 - Everyone was convinced that extraterrestrials existed.
 - The first science fiction books were written.
 - A fascinating discovery related to extraterrestrials was made.
- Why did Charles Cros want to build an enormous mirror?
 - He wanted to receive sunlight from Mars.
 - He wanted to create life on Mars.
 - ☒ He wanted to communicate with Martians.
 - He wanted to burn a city on Mars.
- How long have people been sending messages to outer space in the hope of contacting extraterrestrials?
 - since the 19th century
 - ☒ since the 1970s
 - for centuries
 - for the past decade
- Pioneer 10
 - was made of gold.
 - ☒ had no astronauts.
 - included interesting information about extraterrestrials.
 - was launched to locate the Earth's position in the solar system.

5. What will happen in about 40,000 years?

- Voyager 1 and Voyager 2 will reach Jupiter and Saturn.
- Aliens will receive the Pioneer Plaque.
- Extraterrestrials will reply to us.
- ☒ Voyager 1 and Voyager 2 will get to Alpha Centauri.

6. Why isn't a reply to the Arecibo Message expected in the near future?

- The message was sent in 1974.
- The transmission of the message didn't take long enough.
- The information included in the message is too complicated.
- ☒ The distance the message has to cover is extremely long.

7. By downloading SETI@home software, personal computer users can

- ☒ assist in the search for signals from alien life-forms.
- send messages to extraterrestrials.
- contact NASA.
- analyse data received from extraterrestrials.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

- rapid ☒ f
 - illuminated ☒ g
 - sophisticated ☒ h
 - representative ☒ d
 - cluster ☒ c
 - determine ☒ a
- a. typical
b. wonder
c. group
d. decide
e. light
f. sign
g. fit up
h. advanced

5. POST-READING

Discuss.

- What's your opinion about the SETI@home project?

Figure 4.5: Observation 2 (English language for 3rd secondary grade, 2016)

Apart from that, through the classroom observation, the teacher focused basically on guessing strategies in order to assist students to overcome the challenges and difficulties of vocabulary learning. As examples, the students tried to guess the meaning of unknown words in the new lessons based on the contexts given. Students also tried to match the words highlighted in the texts with their meanings (Appendix G). In other words, students have to look at the new words highlighted in the texts and try to guess their meanings (i.e. choose/match the words in boxes a, b, c, or d).

4.7.1.2 Guessing from Pictures

Another major theme was found in relation to the second type of guessing strategies which is guessing through pictures. Pictures are found to be motivating and good in drawing learners' attention (Hill, 1990). They are also considered effective in the teaching and learning process; picture dictionaries provide a valuable tool (Kost, Foss, & Lenzini, 1999; Sadoski & Paivio, 2001). The findings of this study correspond to the literature. As examples, many participants explained that pictures assisted them strongly in understanding the meaning of a new vocabulary, as participant (1) stated that:

Um...yes, the picture shows and explains the meaning very much...aa...actually, I have learnt the language when I was very young through cartoons...um..., so in my opinion, this way is very good and effective (Ahmad-Interview).

Participant 2 added that a picture assists to guess 95% of the meaning of a word: *Aa...yes, it is very beneficial... for example, the word 'punch'... aa...if you don't know the meaning of the word 'punch'...um...so...of course, and based on looking at the picture, I can guess its meaning...umm.....I mean the picture will explain the meaning of the word...um.. so it will be about something relates to hitting something, and this way is very helpful and beneficial...um....and according to myself, it is very effective and I think,...you can understand and guess the new word around 95%... (Ali-Interview).*

Moreover, participant (4) mentioned that, through a picture, he only pays 20% of his attention to the sentence whereas 80% of his attention goes to the picture:

Of course!!...I can guess the meaning of a new word from a picture...aa...because the picture will explain for me the meaning very much...aa...so I don't need to look at the sentence...um...maybe just 20% look at the sentence and 80% look at the picture....aa...this way of course helps me very much (Fiasal-Interview).

Besides, participant (6) revealed that using pictures in learning new words are enjoyable; this strategy is considered as the easiest way to learn a new vocabulary.

Aaa...If a new word comes with a picture...um...so I can see the picture and think what is about, and as for me, this way is easy...um...just to see the picture, for

example a 'book'..., so it helps me and this strategy is the easiest way to learn new vocabs.. aa...I mean based on pictures (Azzam-Interview).

Apart from that, the teacher seems to be an aware of using learning strategies and how they are helpful in learning and mastering the new words.

Secondary students are limited...very limited...aa...you have just one vocabulary learning strategy uses all the year...um...aa...you can't use more strategies because they are using the context...aa...using the context in my opinion is good, but not enough (Teacher, Ibrahim-Interview).

He also used multimedia and pictures in the vocabulary lesson to make the students get the knowledge very well.

Sometimes, I use videos to teach them new expressions, vocabs...aa...um...you know sometimes I use films and also pictures...aa...I mean visual aids (Teacher, Ibrahim-Interview).

Below is a sample taken from a student's book:

Here are some pictures showing different types of leisure activities. First talk to each other about how important you think these activities are. Then decide which picture best reflects the benefits of doing leisure activities. You can use some of the words/phrases in the box. Discuss the following questions. You can use some of the words/phrases in the box.

I think that... because... In this picture... The activity in this/that picture... This picture best reflects... because creative arts improved health release tension reading for pleasure soothing team sports relaxing
--



Source: (English language for 3rd secondary grade, 2016, second semester-unit-5-student's book p.62).

S1: *Yeah...I can guess the meaning based on the picture.*

S2: *For me...aa... I can know and guess the meaning of the new word based on the context.*

S3: *The same as what Ali (S2) has been said that by looking at the context.*

S4: *Aaa...I can guess the meaning of the new word through a picture, context and watch a video.*

S5: *Yes...through a context with its picture or video”.*

S6: *“Actually...aa...I have to look at the sentence which contains the new word and then look at the context again (FGD-Group-A).*

Briefly, learning words through pictures are considered as an effective strategy since they improve students' skill of guessing strategies. Simply, pictures help to clarify the meaning directly.

4.7.1.3 Guessing from the Morphology of the Word

The last type of guessing strategies is guessing from the morphology of a word. It means the way in which the language is joined together to make words, so learners can make a good guess of thousands of derived and inflected words through their origins, suffixes, meanings, grammatical functions...etc. Guessing from the morphology of a word is another major theme derived from the participants which corresponds to the previous literature. According to Pittman (2003), prefixes, roots,

and suffixes are the most utilised word parts that, in their many combinations, make up 50 per cent of the English language. With technological innovations and cultural assimilations, English vocabulary continues to expand rapidly.

Particularly, the informants revealed that knowing the meaning of some English prefixes and suffixes assist them to recognize the new vocabulary in a context or at least they help them to overcome the difficulty of understanding the meaning of the new words generally. For example, participant (1) explained that:

Aaa...yes, if I know the meaning of the prefix 'co'... aa...and at the same time look at the context of the sentence...um...so no doubt, it will help or at least it makes the meaning around the word...aa...you are right, it helps to guess the meaning...umm...because if I know the meaning of 'less' as 'without', so it will help to understand the meaning and make my guessing often right...aa...actually, if you think of that...um ...I mean about learning some prefixes and suffixes, it will make you be able to guess the meaning (Ahmad-Interview).

Participant (2) indicated the same meaning in different words:

Yeah, I know some suffixes and prefixes through my previous education...aa...yes, they are beneficial... In my point of view, they help to guess the meaning of new words...aa...because if you don't have any idea about suffixes...um...for example, so you will look at the word 'hopeless'...aa...and think it is a strange word, but if you know the meaning of the suffix 'less'...aa...it will help you to guess the meaning of the word hope (Ali-Interview).

Participant (6) also clarified that:

Yeah...it often helps me approximately 20% to 40% ...aa...right, if I already know the root of the word...um...almost, I will understand the prefix 'ir' in the word 'irregular'...aa...which it gives the opposite of the word regular (Azzam-Interview).

Generally, participants argued that knowing the morphology of the word is considered a very beneficial way to understand the meaning of the new vocabulary generally, as one of them explained that: *I can guess the meaning of the word 'homeless' based on the meaning of 'less' (Ali-Interview).*

4.7.2 Getting the Word Form of the New Word (Stage 2)

The second stage of vocabulary learning concerns with a number of aspects of word knowledge that includes the knowledge of both spoken and written forms of the new word which are expected to be mastered by learners when learning new words (Gairns & Redman, 1986; Nation, 1990; Taiwo, 2007). Knowing the form of a new word encircles many things such as knowing its pronunciation, spelling, inflections, derivations, and other structural knowledge. Particularly, two major themes have been generated from participants' explanations which are using dictionaries and doing spoken and written repetition.

4.7.2.1 Using Dictionaries and Doing Spoken and Written Repetition

Using dictionaries and employing spoken and written repetition are considered the critical themes derived from the informants. The literature has revealed that a dictionary usage is of great importance in language learning process. It does not only help the students in getting the meaning of the word but also assists them in knowing the origin, and pronunciation of the word. Dictionary also provides information about the prefix, suffix, synonyms and antonyms of a word (Beech, 2004; Bilash, William, Gregoret, & Loewen, 1999; Gonzalez, 1999; Prichard, 2008; Wingate, 2004).

According to Nation (2005), there are three ways of teaching word form that include

- 1) spelling dictation: The teacher says words or phrases and the learners write them,
- 2) pronunciation: In this method the instructor writes new words on the board or shows them on the screen and asks the students to pronounce them, and
- 3) word parts: The teacher or instructor writes the word on board or show on screen in parts

and then ask the students to practice it on sample words, thus these three strategies (i.e. spelling dictation, pronunciation and word parts) are most effective and important strategies.

As for the current study, many participants indicated that they used a dictionary in finding the meaning of a new word, as participant (1) explained that:

Aaa...yes, I prefer to use that...aa...but I like to use an-electronic dictionary ...um...this what's I prefer and use it very much....., and participant (2) also pointed out that ...dictionary....of course!!!...I like and prefer it...um...yes this is the best way and I use the dictionary from long time ago, and it is my best way (Ahmad and Ali-Interview).

In addition to that, participants with the exception of informant (3) used a dictionary to learn/check the correct spelling of the new vocabulary, as participant (5) revealed that:

Of course!!!!...I have practiced this way many and many times...aa...yeah, I use the dictionary to check the spelling of a new word...aa...because sometimes, I'm not sure and be in doubt about the word...um.. so I look up to the dictionary and make sure of it (Musharey-Interview).

However, participant (3) tried by himself, through the pronunciation of the word, to learn the correct spelling before checking a dictionary as opposed to checking a dictionary for both meaning and spelling.

Aaa...I may use a dictionary, but I like at first to try and depend on myself in order to understand and know the spelling and pronunciation of a new word...aa...that for example, by knowing the letters of the word ...um...such as the word (hope) (h-o-p-e) and so on...um...then I make sure and look up to the dictionary because it's very beneficial in that (Khalid-Interview).

The second major theme derived from the participants concerned with doing spoken and written repetition. According to the literature, one more particular strategy used

at this stage (stage-2) is doing spoken and written repetition to practice the pronunciation and spelling of the vocabulary learned. A good application of this strategy is quite important in learning the various forms of the newly learned word (Al-Qarni, 2003; Chen & Truscott, 2010; Lado, 1964; Webb, 2007). The informants in this study have used repetition in trying to learn the correct spelling of a new word and tried not to forget its meaning after checking a dictionary as, participant (2) explained that:

Yes...it is helpful to do repetition...aa... I mean to repeat the word and keep repeating it...aa...of course, It is very beneficial...um...because sometimes when I learn a word for a first time, I may not sure about its spelling or its pronunciation...aa...but the way of repetition helps me to learn new vocabs, so in my opinion...aa...this way, it is very helpful (Ali-Interview).

Additionally, many participants asserted that, the strategy of repetition is a very helpful way to get the spelling of the new words, as participant (7) pointed out that:

Yeah...I try to write a new word, and then practice its repetition...aa.. because usually when I write the new word for a first time...aa...there is a mistake with my spelling of it...um....so I have to write it first, and then look up to the dictionary and check it...um...actually, the way of repetition is very good and it helps me very much to get the word spelling...(Sultan-Interview).

Besides, other participants did not explain whether they preferred the written or verbal repetition, but participant (3) did it specifically clear that he employed written repetition.

Yeah...the way of repetition is very helpful because it will make you also know how to pronounce the word...umm....if you could repeat the word in a written form...aa...this will be the best, so you can write the word and look at it at the same time ...um...and then after few days...aa...I try to write the word without looking at it....um....so written repetition is very beneficial and good...(Khalid-Interview).

4.7.3 Getting the Word Meaning (Stage 3)

As for this stage, there are two considerable themes that have been derived from the participants that is using monolingual dictionaries and taking advantage of picture dictionaries. Using monolingual dictionaries assist learners to deal with different and conative meaning of the same word and explain its synonyms and antonyms. The use of icons along with picture dictionaries are also recommended for getting the new meaning, as some time especially at the beginning stage the meaning of complex words create ambiguities. Therefore, pictures and icons are best providing a good learning aid. The literature clarified that using a dictionary is very important in learning new vocabulary (East, 2007; Eeds & Cockrum, 1985; Laufer & Hill, 2000; Nation, 2008; Nation & Gu, 2007).

A dictionary also is amongst the first things FL learners are keen to obtain (Baxter, 1980; Luppescu & Day, 1993). In their study on 293 Japanese EFL university students, Luppescu and Day (1993) found that the group that used the dictionary in vocabulary learning through reading gained better results. Similarly, Knight (1994) studied the effects of using the dictionary on comprehension and vocabulary acquisition while reading, and he found that the students who used dictionary and guessed through context not only learned more vocabulary immediately after reading, but also remembered more after a couple of weeks.

4.7.3.1 Using Monolingual Dictionaries and Taking Advantage of Picture Dictionaries

According to McCarthy (1990), monolingual dictionaries are more helpful than bilingual dictionaries in vocabulary learning. Besides, researchers argue that L2 learners at the beginning find it is difficult to access monolingual dictionaries, so they are recommended to move gradually from bilingual to monolingual dictionaries (Baxter, 1980; Miller, 2006; Underhill, 1985). For example, Baxter (1980, cited in Luppescu & Day 1993) maintains that a monolingual dictionary not only demonstrates definitions as alternative to the use of lexical items, but also provides the means to employ definitions. He also argued that the use of monolingual dictionaries should be given more encouragement as they endorse fluency by offering definitions in context; bilingual dictionaries, on the other hand, tend to channel learners towards single-word translation equivalents only.

In this stage (3), using a monolingual dictionary was the first theme generated from the participants since their responses looked varied, such as five participants (1, 2, 4, 6 and 7) indicated that using an English-English dictionary is considered more beneficial than using bilingual or multilingual dictionaries. They all preferred using monolingual dictionaries than using other dictionaries too. For examples, participant (1) stated that:

Aaa...for me, I prefer to use Oxford dictionary...aa.. I mean the English Oxford dictionary...because...aa...it's helpful and supports me to learn more vocabs...um...because if you like to understand the meaning of a new word...aa... you will know it's meaning too...um.. it will give you more words to learn, and at the same time when I look to its meaning, and participant (2) indicated that:

Yeah...I like to use an English-English dictionary...aa...because when I search for any word, I can find its meaning in it...um...yeah, but for a person who doesn't

understand the meaning in English...aa...he may use the Arabic dictionary...umm, but for me...aa...I can understand the meaning in English...um...yes, and it is right, and for sure the English-English dictionary is more beneficial and good... (Ahmad and Ali-Interview).

Other informants agreed that using monolingual dictionaries are good and helpful, but they have their own reservations. As an example, participant (3) explained in the following extracts:

Aaa...I use a modern dictionary and especially an electronic one...aa.. I think the best to use an Arabic dictionary...um...because it will give you the meaning very fast and helps you to understand the meaning quickly...umm, but my father advises me and says 'if you want to learn English, your teacher must speak English all the time and no Arabic at all.

However, he agrees that using a monolingual dictionary is much more beneficial. participant (5), on his part, agreed that a monolingual dictionary is very good but for the advanced learners.

Aaa...yes...a dictionary is really beneficial in understanding the meaning of new words and more...aa...for me I use English-Arabic dictionary, because English-English dictionary is very good for those who are advanced in language...um...but for those who are intermediate and low-intermediate level...aa...may better use English-Arabic dictionary to make sure from the words' meaning...um...of course!!!...using English-English dictionary is the best, and yeah...aa...I can learn and expand my vocabs more and I understand that by using the English-English dictionary (Khalid and Musharey-Interview).

Another sub-theme has also been developed from the findings which is the use of picture dictionaries. Hill (1990) emphasises that foreign language learners can be highly motivated to participate and communicate their thoughts when visuals are used during the teaching process, as the use of visuals can make the learning experience of the target language more significant and meaningful. Some studies, including Ellis (1993), and Oxford (1990), argued that usage of picture dictionaries

in classroom setting not only makes the session exciting but also creates a conducive learning environment. Similarly, using picture dictionary benefits a student in memorizing a word more than a simple dictionary. They have indicated the significance of creating classroom activities using picture dictionaries for the reason that it can improve English vocabulary knowledge efficiently. As an example, Gerngross and Puchta (1992) presented more than 60 effective activities using images and pictures, so teachers can use in their EFL class. The aim of such activities is to encourage the students' active interaction and increase their motivation and interest.

Based on the findings, six informants revealed that pictures are very strongly effective in learning new words. As an example, participant (1) explained that:

Yeah...It is helpful a lot...aa...it is beneficial and for kids it would be very good and helpful in learning new vocabs...umm...because an English-English dictionary is more theoretical...um...but a picture dictionary is more practical...aa...I mean if you face a new word, you can understand its meaning directly from the picture, and participant (5) indicated that:

Pictures...of course!!!...aa...pictures have their great and strong effectiveness in understanding the meaning...um...I mean if you give me a sentence and ask me about its meaning...um...so If I don't know, but you link the sentence with a picture...aa...so I can see the picture and understand the meaning (Ahmad and Musharey-Interview).

Participant (7) also added that pictures assisted ones imagination in learning the vocabulary.

Yes, you can make use of it...aa...because sometimes, you read the meaning of a word but you don't imagine it very well...aa... because a picture will give you the imagination...um...sometimes you don't understand the meaning very much...aa...so the picture will save your time and it is direct and effective in learning vocabs...(Sultan-Interview).

However, participant (4) agreed that pictures are strongly beneficial especially for children because of their directness, but he did not use them when learning new words.

Aaa...I really don't depend on pictures very much...um...but they are very beneficial and help you to understand the meaning if you don't know...aa...and in my point of view, I prefer for children especially to use pictures...(Fiasal-Interview).

Apart from that, the students preferred to use dictionaries generally because of their benefits in terms of understanding the meaning of the new words particularly as well as in checking and correcting the words' spelling. Besides, students did not have any doubt that using monolingual dictionaries are more helpful in learning and expanding their vocabulary level. In other words, monolingual dictionaries give learners several meanings, so they can get more new words at the same time. Monolingual dictionaries also give such synonyms; hence students can use one of the word's synonyms instead of the original one.

S1: *Yeah...I think it is best than using a bilingual dictionary.*

S2: *Of course!!...aa...it is very good.*

S3: *Um...I think...it is the best way to know and understand the meaning of the new word.*

S4: *Yeah...it is more helpful than using a bilingual dictionary...umm...because the monolingual dictionary helps in understanding the meaning of the new word more than memorizing it...so as a result...aa...it will help you to consolidate the meaning in your memory for long time...aa...but the bilingual dictionary makes you just focusing more on how to memorize the word more than understanding its meaning...um...so you will forget its meaning after a period of time.*

S5: *Yeah...it is very beneficial...um...I mean, it will help you to expand your vocabs and learn many related new words at the same time (FGD-group A).*

In short, monolingual dictionaries help students to understand the meaning of learning new vocabulary rather than memorizing it.

4.7.4 Consolidating Word Form and Meaning in Memory (Stage 4)

The next stage of vocabulary learning deals with consolidating word form and meaning in memory. There are a number of strategies that can improve memorization by connecting familiar words and images with the new word or knowledge (Mastropieri, Scruggs, & Fulk, 1990; Oxford, 1990; Woolfolk, 1993). Also, Mastropieri, and Scruggs (1991) assert that memory strategies include connecting the word to be recalled with previously learned knowledge such as forms of imagery or grouping. Similarly, Thompson (1987, cited in Atay & Ozbulgan, 2007, p.41) affirms that some strategies “help individuals learn faster and recall better because they aid the integration of new material into existing cognitive units and because they provide retrieval cues”. Under this stage, two major themes developed from the findings: using memory strategies and using verbal/written repetition in varied examples

4.7.4.1 Using Memory Strategies

The literature on using memory strategies corresponds with the themes generated from the participants. In the literature, memory strategies or (mnemonics) are used to improve memorising by connecting familiar words and images with the new knowledge (Mastropieri, Scruggs, & Fulk, 1990; Oxford, 1990; Woolfolk, 1993). Memory strategy instruction also has a great effect on vocabulary learning (Cohen & Aphek, 1980; McDaniel & Pressley, 1989) as using various memory strategies to learn new vocabulary can outstandingly facilitate word memorization.

The participants of this study responded in their own different ways; they were varied in using one memory strategy or another. As examples, participant (8) and (5)

explained that they connected a new word they have learnt to a picture, so they can remember it.

Aaa...yes, and this way is very good...um...yeah...I mean to connect the new vocabs with anything help me to consolidate the meaning and help me also to remember it...umm...so this way is very excellent and helpful...aa.. and as you said to link new words and using 'grouping words strategy' are really beneficial (Turki and Musharey-Interview).

Besides, participants (2), (3), (5) and (7) linked a new word with a group of other words which were related to it in order to assist them to consolidate the word form and meaning in their memory.

Um...I think, this way is very appropriate...aa... that to link the words in a grouping words strategy...um...in order to make in each field such particular vocabs to be connected together...aa...for example words relate to study, words relate to work...and so on....

Of course!...aa...it is beneficial...um.. I mean to make the words in grouping and categories, so each word has its own category...yeah...it is helpful, sometimes an image or drawing a picture...um...for example, if I forget a word, so based on drawing it or by my imagination and connect that with the word...um...I can consolidate it...(Ali, Khalid, Fiasal, and Sultan-Interview).

However, participant (1) pointed out that:

Umm...yeah...may be some students have used this way in order not to forget...aa...but for me, the thing which helps me is the repetition or watching a movie...aa....um...so the new word will be saved in my mind based on watching the scene and imagine that in my memory...umm...especially for me the imagination assists me strongly...(Ahmad-Interview).

4.7.4.2 Using Verbal/Written Repetition in Varied Examples

This is the second considerable theme developed under this stage. As this study's literature review revealed, if learners do not use the new word, or do not repeat it in some way, they will lose it. Nation (2001) and Thornbury (2004) affirm that systematic repetition of new words is more likely to trigger learners' storage in long-

term memory. Besides, L2 learners need to encounter the new word in a variety of contexts in order to retain it. Nation (2001), for example, suggests that learners need 5-16 exposures to learn a word from context.

Using this strategy is helpful and supports in remembering the new words long term as Kelly, (1992, p.142) indicates that “the ear does assist the eye in the long-term retention of lexis”. Apart from that, Nation and Gu (2007, p.118) affirm that “meeting words in context provides opportunities for developing knowledge of the form, meaning and use of words. Meeting words in a variety of contexts enriches and strengthens learning.” Besides, Rodriguez and Sadowki (2000) emphasise the importance of teaching/learning vocabulary within a variety of contexts to consolidate its meaning and form in memory.

Particularly, the responses generated from the participants revealed that they employed both forms of repetitions in learning new vocabulary. Some preferred using verbal whereas others preferred the written repetition. For examples, participants 1, 2, 3, 4, 6 and 7 all preferred using written repetition vis-à-vis the verbal repetition.

Yes...aa...both of them verbal and written repetition are very helpful...um... but written repetition is more beneficial in terms of helping me to know the spelling of the word in opposite of the verbal repetition,

Aaa... in my point of view, the best is written repetition...aa...because I will get two things...um.. that to know how the word is written and the second it will help me to imagine the word and how to be pronounced,

Um... for me, I have used written repetition...aa...I mean, I try to write the new word many times in order to consolidate it in my memory...umm.. I think written repetition is best because it will help me to consolidate the word in memory more than the verbal repetition...(Ahmad, Ali, Khalid, Fiasal and Azzam-Interview).

However, the only exception was participant (5) who preferred using a verbal repetition strategy as opposed to the written one, as he explained that *Aaa...I use the verbal repetition based on listening* (Musharey-Interview).

Apart from that, most of the participants agreed that using 'grouping words strategy', and using the way of 'imaging' or 'drawing', and also using the strategy of verbal/written repetition were very effective in consolidating the meaning of the new vocabulary in their memory. They clarified that linking the new words by using 'grouping words strategy' was a very appropriate way; in order to arrange in each field such particular words to be connected together. Besides, using the way of imaging or drawing supported them to consolidate the words easily and also not to forget them. In addition to that, the strategy of repetition (verbal/written repetition) assisted them to consolidate the meaning directly in their memory. More specifically, the written repetition was much better for the participants than the verbal one because it helped them to consolidate the words' spelling strongly.

S1: *Yes...it is good...aa...for example...um...I know the word 'smart', so I connect it with the new word 'clever'...aa...so now the new word is saved in my memory for long time such as smart-clever.*

S2: *Yeah...Of course!...it is a very beneficial way in using the new vocabs.*

S3: *I think...aa...it is helpful...um...such as...aa... 'save-time'...I mean sometimes, there are new words come with known words...um...so it is really good to use this way.*

S4: *Of course..! It is beneficial...um...I mean to connect the new word with a previous word that I know...aa...so I can make use of using this way in two things...um...that by using the new word and to consolidate it in my memory... (FGD-Group B).*

4.7.5 Using the Word (Stage 5)

This is the last of the five stages of vocabulary learning identified in this study. It has been supported by the literature review since the importance of using a newly learned vocabulary immediately after learning with all its collocations has been stressed by a number of studies (Arnaud & Savignon, 1997; Bahns & Eldaw, 1993; Lewis, 1993; Sansome, 2000). It has also been stated that “the ability to deploy a wide range of lexical chunks both accurately and appropriately is probably what most distinguishes advanced learners from intermediate ones” (Thornbury, 2004, p.116). Collocations should be taught from the very beginning, regardless of the learners’ level or age for the reason that learning collocations will make their language sound much more natural (Arnaud & Savignon, 1997; Bahns & Eldaw, 1993; Lewis, 1993; Sansome, 2000).

Collocation is an essential part of acquiring any language for the reason that the meaning of a word has much to do with the words with which it usually associates. “Not only do these associations assist the learner in committing these words to memory, they also aid in defining the semantic area of a word”, and also “permit people to know what kind of words they can expect to find together” (Nattinger, 1988, pp. 69-70). Particularly, participants indicated that using this strategy (a word with all its possible collocations) was good and beneficial in using the new vocabulary, as participant (1) pointed out that:

Of course!!...aa.. it is very beneficial, and doing this way will make learning new vocabs are more easier and faster...umm...and it will help me not to forget the words and make their remembering are easy...aa...so it is really good to connect new words to already known words....aa...because it will help me to use the new words easily,

and participant (2) explained that *Aaa...yes, it is very good...um...because if I connect new words to already known words...um...so this helps to make their using easy...aa...as you mentioned such as 'save-time', 'catch the bus'...um...so it is very helpful,*

and participant (4) also revealed that *Yeah, it is beneficial to connect new words to already known words... umm...so doing this way will make me not to forget both words together...aa...this way actually can help me very much...aa...and I will make use of it through my study...(Ahmad, Ali and Fiasal-Interview).*

Apart from that, based on the findings from the FGD, the participants believed that connecting a new word to already known words is considered a very good strategy. In other words, it assisted them not to forget the new word and at the same time, they can learn the vocabulary faster, thus, doing this strategy is effective in memorizing the new words easily.

S1: *Yeah...it is good...aa...for me I like to listen to a native speaker in order to know how to use the new words with collocations ...aa...using this way is helpful.*

S2: *Aaa...I try to practice the new word directly in my conversation...um...I think using the new word with a collocation is beneficial and it helps in remembering the new word.*

S3: *Actually...um...using this way is good...aa...but it depends on the word itself...aa...I mean some words are easy or known with particular collocations...aa...such as 'take-off'.*

S4: *Yes...aa...normally, I ask someone about how to use a word which I have just learnt...um... and learning vocabs with collocations are helpful and make their using easy.*

S5: *Yeah...aa.. Usually...I try to put the new word in a sentence...um...and using it with a collocation helps to know both...aa...I mean to know how to use and memorize it together...(FGD-Group A).*

As a summary of all the findings which have been mentioned, the researcher came up with the following headings (Table 4.26) under which themes were highlighted.

Table 4.26
Emergent Themes from Interviews and FGD

N	Headings	Themes
RQ3	Factors affecting the use of VLSs	1. Language learning environment 2. Attitudes and beliefs 3. Motivation
RQ4	Stages of vocabulary learning: Stage 1. Encountering new words	a. Guessing from the contexts. b. Guessing from pictures. c. Guessing from the morphology of the word.
	Stage 2. Getting the word form	a. Using dictionaries. b. Doing spoken and written repetition.
	Stage 3. Getting the word meaning	a. Using monolingual dictionaries. b. Using picture dictionaries.
	Stage 4. Consolidating word form and meaning in memory	a. Using advised or formulated memory strategies. b. Using repetition of words in both written and verbal with varying examples.
	Stage 5. Using the word	a. Using a new word with its full package (i.e. with its all collection).

As indicated in Table 4.26, three major themes have been generated as factors affecting the use of strategies among SSM students such as, language learning environment, attitude and beliefs, and lastly motivation. In relation to the stages of vocabulary learning, a number of themes were stated by participants in all the five stages such as, in stage 1: ‘encountering new words’, guessing from the context, guessing from the pictures, and guessing from the morphology of the word. In stage 2: ‘getting the word form’, the findings revealed that many students employed this

strategy in learning new words since they used either dictionary or doing a spoken/written repetition of the newly learned word.

As for stage 3: 'getting the word meaning', the use of monolingual and picture dictionaries were considered beneficial and effective in getting the word meaning. In stage 4: 'consolidating word form and meaning in memory', the findings revealed that students (SSM) used different forms of memory strategies such as, using images, drawing pictures and linking the new word with a group of other words, so they can be able to consolidate the newly learned word. Likewise, the students used verbal/written repetition in this stage. Stage 5: 'using the word', the findings indicated that many students liked to apply this strategy and believed it is very helpful in using the new vocabulary since it assisted them not forget the old vocabulary because of its collocations.

4.8 Conceptual Framework and Hypotheses Findings

4.8.1 Measurement Model Analysis

For data analysis, Structural Equation Modeling (SEM) was used as the primary tool for analysing the data side by side with Amos 23 and Confirmatory Factor Analysis (CFA). The use of multiple fit indices was recommended by Hair et al. (2010) so that the model's goodness-of-fit could be assessed. This goodness-of-fit was revealed as χ^2 (601.644), df (27), χ^2/df (22.283), RMR (0.034), IFI (0.962), TLI (0.971), CFI (0.954) and RMSEA (0.045). All results of the accepted measurement model values. Reliability concerns the extent to which measurements obtain the same results (Black et al. 2002). It is one of the most important indicators of a measurement's quality. It

reflects the measurements stability, accuracy over time, and the reproducibility of a measurement instrument (Kline 2011). The relation between the total amount of true score variance and the total scale score variance is reflected by composite reliability (CR) (Hair et al. 2010). Also Confirmatory Factor Analysis (CFA) is used to make sure that the factor loading of constructs is more than 0.3 (Hair et al. 2006). A standard loading of 0.5 or more is accepted, while 0.7 or higher is the preferred level. The current paper's benchmark is 0.7 or more. See Tables 4.27.

Table 4.27
Item loadings on related factors

No	Factors	(AVE)	(CR)	C.A
1	Cultural Background (CB)	0.593	0.827	0.871
2	Type of Task (TT)	0.531	0.801	0.812
3	Age and Second Language Stage(ASL)	0.624	0.903	0.897
4	Gender (GE)	0.714	0.917	0.908
5	Learning Style (LS)	0.549	0.795	0.801
6	Strategy Training (ST)	0.615	0.832	0.818
7	Motivation (MO)	0.601	0.892	0.912
8	Language Learning Environment (LEN)	0.666	0.884	0.909
9	Attitudes and Beliefs (AB)	0.721	0.972	0.905

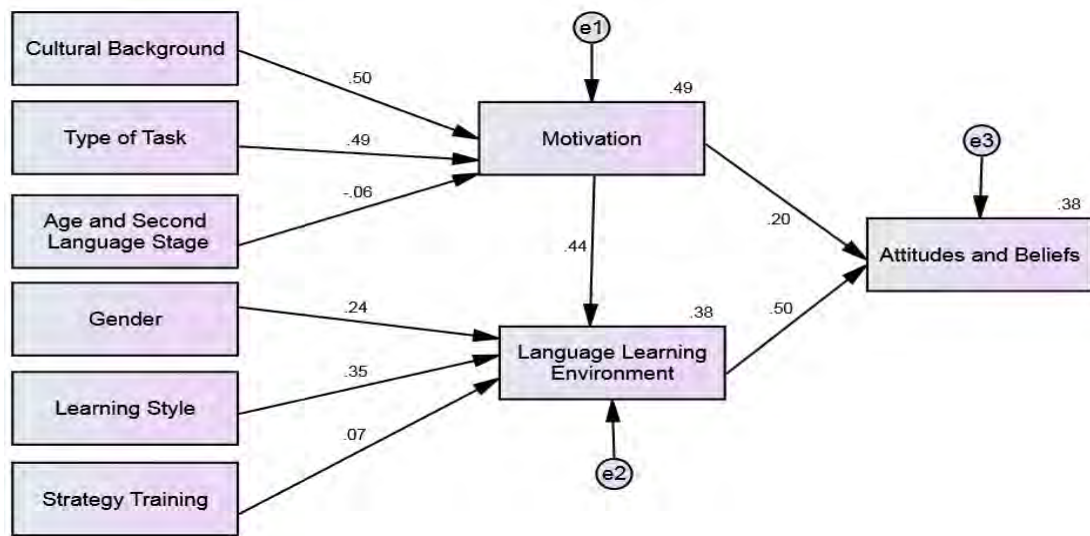


Figure 4.6: Results of the Proposed Framework (Path Analysis)

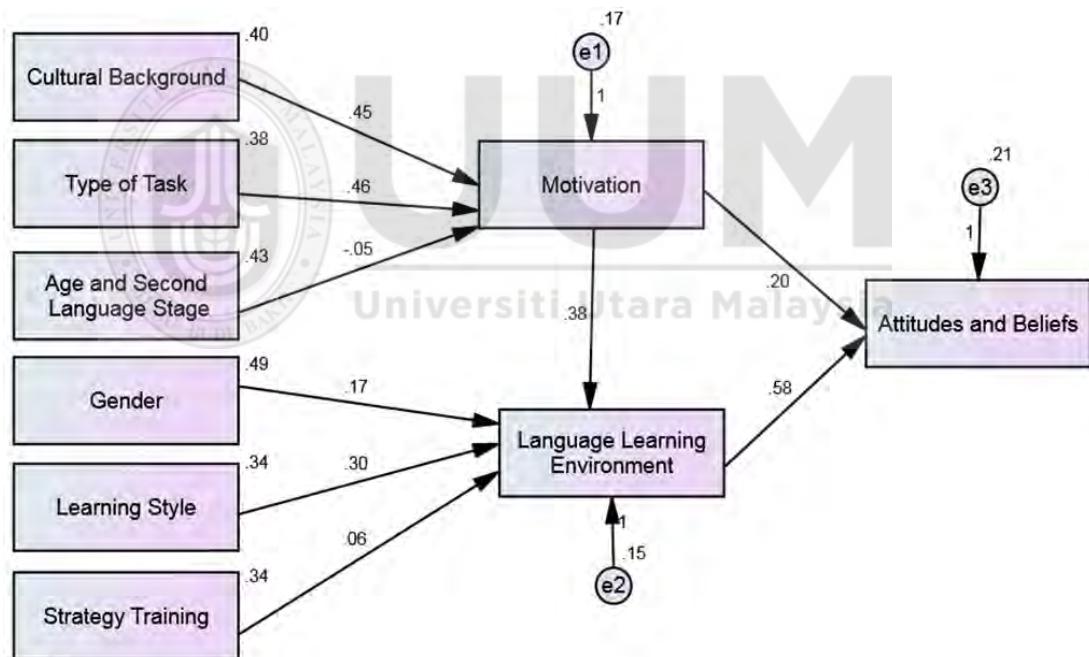


Figure 4.7: Results of the Proposed Framework (Hypotheses Estimate)

4.8.2 Results of Hypothesis Testing

Hypothesis testing is the last stage in the process of data analysis. Critical Ratio (C.R.) was utilized to test the statistical significance of the parameter estimated by SEM. This refers to the parameter estimate divided by its standard error (SE) (Byrne 2010). Hair et al. (2010) explained that a sign of a single path indicates the relationship between two constructs, signalling a direct effect. In the current study, the majority of the proposed hypotheses were 6 accepted and only 3 were rejected. The proposed model for path and hypotheses are shown in Figures 4.5 and 4.6. Moreover, the results of hypotheses testing are shown in Table 4.28.

Table 4.28
Hypotheses Testing Results

H	Independent	Relationship	Dependent	Path	Estimate	S.E	C.R	P	Result
H ₁	CB	→	MO	.497	.451	.103	4.386	***	Support ed
H ₂	TT	→	MO	.492	.457	.102	4.477	***	Support ed
H ₃	ASL	→	MO	-.058	-.051	.090	-.568	.570	Unsupp orted
H ₄	GE	→	LEN	.241	.171	.098	1.744	.081	Unsupp orted
H ₅	LS	→	LEN	.352	.300	.101	2.965	.003	Support ed
H ₆	ST	→	LEN	.072	.062	.129	.478	.632	Unsupp orted
H ₇	MO	→	LEN	.440	.384	.081	4.757	***	Support ed
H ₈	MO	→	AB	.203	.204	.096	2.115	.034	Support ed
H ₉	LEN	→	AB	.499	.577	.099	5.855	***	Support ed

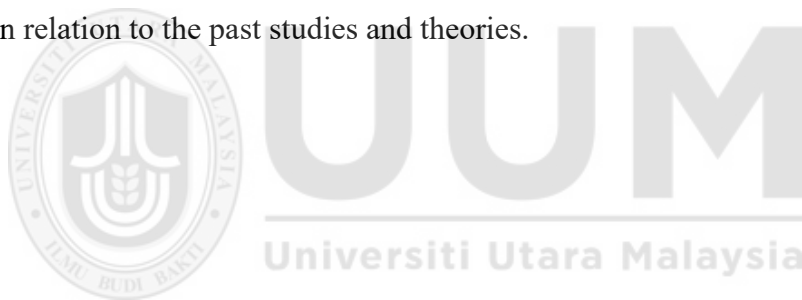
4.9 Chapter Summary

This chapter is concerned with data analysis and findings of the study. It answers the research questions in order to help the researcher to draw particular strategies (VLSs) in learning new vocabulary among the secondary students at SSM. This study is also comprised of mixed methods approach, whereby this chapter highlighted the demographic information of participants since the quantitative analysis was used to address the research questions 1 and 2 while questions 3 and 4 were answered through qualitative data analysis.

Additionally, the researcher conducted a descriptive analysis of the categories (five-main categories) and all their sub-strategies based on the items of the vocabulary learning strategies questionnaire (VLSQ), and for the second research question, the researcher used MANOVA to find out whether there were significant differences in the VLSs adopted by the participants based on particular characteristics, such as gender, age, grade, years of studying English, and language proficiency.

The second section of this chapter focused on the qualitative data analysis. It explained the themes and main ideas which were generated from interviews, classroom observations, and focus group discussions (FGD) since the objectives were to explore the major factors that influenced the use of VLSs among participants. Accordingly, several explanations were given by the participants concerning their understanding of factors that affect their use of vocabulary learning, such as language learning environment, attitudes and beliefs, and motivation.

Apart from that, this chapter also tried to investigate particular strategies in all the five stages of vocabulary learning (Brown and Payne's, 1994, 5-stages model) among those participants at SSM. Particularly, a number of explanations were clarified by them regarding the strategies they employed in learning new vocabulary. In other words, major themes have been generated, such as guessing from the context, picture, guessing from the morphology of the word, using dictionaries and doing spoken/written repetition, using monolingual dictionaries, using picture dictionaries, using memory strategies, using verbal/written repetition in varied examples, and lastly using the new word with all its possible collocations. Going into a more detailed analysis of the results, the next chapter discusses the findings of the study in relation to the past studies and theories.



CHAPTER FIVE

DISCUSSION

5.1 Introduction

As mentioned in the preceding chapters, the current research focuses on VLSs among students at SSM. Particularly, this chapter discusses the findings of the study based on the research questions raised since the researcher has used both quantitative and qualitative data analyses in answering the research questions. In other words, this study is distinctive because it employs a mixed method by employing both quantitative and qualitative approaches to maximize the validity of the research's outcomes. Admittedly, numerous studies, as discussed in the study's literature review, have been studied relative to VLSs, but most of them prefer the use of one approach over the other. Thus, this research has generated findings that could be helpful for EFL learners, teachers, as well as curriculum developers and educational policy makers.

In a general note, the findings of this study confirmed that many students at SSM face one form of difficulty or another at different stages of vocabulary learning. However, despite the difficulties faced by the students, the research found that the majority of those involved in this study understand the importance of vocabulary learning, albeit much of the strategies they have employed are at a moderate level. This leads to a number of problems faced by students in the process of their vocabulary learning as to be discussed extensively later. Thus, the questions raised by the researcher in the study are as follows:

1. What are the types of VLSs used by the secondary students at Saudi School Malaysia?
2. Are there any significance differences in VLSs adopted by the secondary students at SSM based on their gender, age, grade, years of studying English, and language proficiency?
3. What are the major factors that affect the use of VLSs among the secondary students at SSM?
4. How do the secondary students at SSM employ their strategies in all five stages of vocabulary learning?

5.2 Major Findings of the Study

This study is not the only research that studied Saudi students VLSs due to the Saudi students' much-discussed weakness in terms of vocabulary learning particularly and English language proficiency generally. However, this study is certainly one of the first attempts to study English VLSs among Saudi students studying abroad due to the uniqueness of the environment in which the students live. The empirical evidence collected for this study allowed the researcher to draw a conclusion about various different factors with regard to the strategies employed by students at SSM and which among these various strategies were used, more or less, by which group of students. Likewise, the frequency at which a particular strategy is employed by the students has also been taken into consideration by this research. As previously mentioned, there are crucial points, as follows:

Firstly, despite having both male and female students, there is no difference among the students of Saudi School Malaysia in terms of their gender based on the strategies they have employed. This implies that gender difference among the students has no implication whatsoever on their selection of one vocabulary learning strategy or another. This is interesting particularly considering the fact that Saudi Schools have dual arrangements of students where girls and boys are stationed in separate entities even if they share the same school. In the case of Saudi School in Malaysia, both girls and boys are in the same compound albeit with separate sections each of male and female having their own teachers.

Secondly, based on the survey using VLSQ instrument, the study also found that among the five categories of VLSs considered by the study – Discovery, Retrieval, Vocabulary Use, Storage, and Metacognitive – the use of Discovery strategy is the most popular among students whereas the use of storage is found to be the least popular. However, none of the strategies is found to be employed by the students beyond average. This implies that although the students employ these strategies in vocabulary learning, it is likely that the students are using other strategies of vocabulary learning outside the five considered by this study or simply the students may require their English teachers to emphasize using these strategies and teach them how best to use them for the fact that these strategies have been proven by numerous studies as being effective for vocabulary acquisition.

Thirdly, when the strategy of Discovery is broken down into sub-strategies, the study found that the use of analysing is the most utilized sub-strategy among students at SSM. This implies that the students like to apply their common sense with one's

existing or background knowledge to try to understand the actual meaning of a word. Guessing, asking the meaning of a word, as well as using a dictionary were all found to be employed by the students under the category of discovery, albeit less frequently than the use of analysing technique. Yet under the discovery strategy, it is found that the SSM students also employ vocabulary use sub-strategy once a word is discovered. This implies that after learning a new word, the students try to use it in a sentence. This is done by the students in several ways. First, using the newly learned word as much as possible in various ways and forms. Second, using the word in English sentences. Third, understanding some new word or words to improve communication skill and to pass barriers in its way. And, finally, after the word is learnt, students to some extent use media and technology in order to consolidate the learnt item.

Fourthly, the students at SSM are found to be employing Metacognitive strategy, Vocabulary Retrieval strategy and Storage into memory strategy less frequently than they do the two previous strategies. This is likely for the fact that both Discovery and Vocabulary Use strategy have more than one form in which they can be applied and also they might be relatively easier for the students to employ for one reason or another. To find, for certain, the reason for the students' preference of one strategy over another, there is a need of further research in this area.

Fifthly, the study found that English-language proficiency is among factors that affect vocabulary learning strategy among students at SSM. Since the students were divided into very good (V), good (G), average (A), and poor (P) based on their English language proficiency, those students belonging to the category of 'good'

employ the Vocabulary Use strategy and Discovery strategy more than the other two categories. The reason for their preference is beyond the scope of this current research and therefore more studies are needed in this area so as to make teachers and curriculum developers better informed about what strategy effectively suits the learning abilities and the level of education and language proficiency of their students.

Next, the language learning environment at SSM is found to be a better suited English language learning environment than the environment of Saudi Arabia. This is clear to understand, given the fact that Arabic language is the only language widely spoken throughout the Kingdom of Saudi Arabia and although students have English classes as part of the schools' curriculum, their learning process usually does not go beyond the confinement of their classes. This is not the case here in Malaysia, where the English language is widely spoken among both locals and foreigners residing in the country. Therefore, this offers a clear opportunity for the SSM students to learn new vocabulary not just in their classes and schools but even on the streets and in the media and often forces the students to use new vocabulary and speak English language since generally people in Malaysia do not speak the Arabic language.

Additionally, English language teachers at SSM emphasize using English language in classes and in other places and settings within the Saudi school compound. The students also believe in the significance of vocabulary learning and have high positive attitude toward learning more new words as an essential way to being proficient in the English language. Likewise, it is found that motivation affects the

vocabulary learning of SSM. The more the students are motivated, the more likely it is for them to employ various VLSs.

This study also found that the SSM students use particular strategies in all five stages of vocabulary learning, namely, encountering new word, getting the word form, getting the word meaning, consolidating word form and meaning in memory, and, finally, using the word. At the first stage, encountering new word, the students employ those strategies identified in this research. One of the strategies mostly employed is the use of guessing strategy, followed by asking others, then analysing, and finally using a dictionary, in this order. When using guessing strategy, the students prefer guessing from the context by first trying to understand the part of speech to which a word belongs. Otherwise, the students guess from a picture, caption, or illustration. Pictures are particularly found to draw the attention of students when they are involved. This strategy is found to be more frequently employed by the lower-level students. Similarly, the students guess from the morphology of the word where they look at the prefixes, suffixes, and roots in guessing the meaning of a word.

Next, the study also found that SSM students during their encounter with a new word employ various strategies in committing the word to memory. They use dictionary or repeating the word verbally or by writing so as not to forget the newly learned word immediately. Surprisingly, the least preferred strategy at this stage of vocabulary learning is the use of a dictionary. The reason why the students do not often use a dictionary is beyond the scope of this research. To find the meaning of a word, students prefer using strategies like guessing instead of dictionary despite the fact

that the students admitted to knowing how helpful the use of dictionary is, particularly an English-English dictionary. Opting to use guessing more often is, sometimes, not sufficient and the students may fail in their attempt to guess the meaning correctly, hence, the need to use a dictionary.

Finally, this study also found that the strategies used by students to consolidate the form of word and meaning in their memory after learning. Various strategies have been found to be employed by students in committing their new catch to memory that include grouping words, encoding, connecting new words with personal experience, as well as using repetition strategy verbally or in writing. Once the students learned new words, the next stage is to use them. Particularly, the students of SSM found this strategy (using the word with all its possible collocations) is very helpful and it is faster and easier for them to learn new vocabulary.

5.3 Discussion of the Findings

The current study investigated VLSs among students at SSM since vocabulary learning has been identified by earlier studies as the area of weakness among Saudi learners. This has been confirmed by Al-Sugayyer (2006), who also observed that Saudi students know just a few grammatical rules and can only remember a small number of words by the time they graduate from high school. Building on this, the present study sought to identify the strategies mostly employed and utilized by Saudi school students in Malaysia and the strategies that are less utilized and employed by them and why certain strategies are more utilized and employed whereas others are less.

It has been well established by the previous studies that Saudi schools' students have weakness in fluency and overall performance in English due to poor vocabulary in the EFL learning and teaching process. The major cause of such weakness, among many other factors, as highlighted by earlier researchers, is learning strategies and teaching methods. The findings of the present study suggest that the students as well as the teachers of Saudi school in Malaysia know how important learning English vocabulary is and the role it plays in the students' proficiency of language learning.

5.3.1 Discussion of the Findings (R.Q.1: Types of VLSs)

The quantitative data obtained from the questionnaire (VLSQ) revealed that all the five categories of strategies were identified (i.e., Discovery, Vocabulary Use, Retrieval, Metacognitive, and Storage), the mean scores for the four strategies (exception Storage) are all at medium usage by the students at SSM. Particularly, the data reveals that the mean usage of Storage strategy is (M=1.81), Metacognitive (M=2.06), Retrieval (M=2.26), Vocabulary Use (M=2.27) and Discovery (M=2.33). This implies that only the Storage strategy recorded low medium use. Meanwhile, the highest strategy employed by the students is Discovery, at (M=2.33). In other words, all the five categories identified, excluding the Storage (M=1.18), which is low use, fall within moderate use. The result goes in line with Fan (2003) in his study of VLSs of higher education students in Hong Kong, Liao (2004) in his study of university students in Taiwan as well as other studies.

5.3.1.1 Meaning Discovery / Understanding Strategies

Discovery was found to be the most popular strategy employed by SSM students as mentioned above. There are four sub-groups of strategies under this category: Dictionary, Asking, Guessing, and Analysing. Among these four sub-groups, Analysing ($M=2.49$) is considered the most popular strategy employed by the participants, followed by Guessing ($M=2.39$), and Asking ($M=2.38$). Besides, Dictionary ($M=2.07$) is the least frequently used among the four strategies employed by students under the category of Discovery. However, the overall usage of these sub-strategies is moderate as all the mean scores fall between 2.00 to 3.00.

When referring to Analysing strategy, it means analysis of words to infer their meaning or reasoning. In this regard, there is only one strategy within this set widely employed (i.e. to apply common sense and individual background knowledge in trying to understand the meaning of a term). This is shown to be the most popular strategy within these sub-sets. However, it should be noted that ‘applying general rules known beforehand and translating the word into L1’ was less popular strategy within these sub-sets.

Likewise, guessing strategy is also found in other studies among the frequently used strategies as Nation (2001) revealed that it is one of the best methods to learn new words, particularly when dealing with low-frequency terms. This current study also found that guessing is one of the most frequently used strategies under the Discovery category. In addition, in the observation conducted for this study, the teacher asked some questions that were not available in the students’ textbooks, but developed during the preparation for the lesson. Doing so, he assisted the students in guessing

the meaning of the new words and helped them in using the words in different contexts. However, its mean score in the VLSQ falls within moderate usage, at 2.39. Similar findings were also made by other studies, such as Gu and Johnson (1996), Schmitt (1997) and Fan (2003).

The last of the strategies under the category of Discovery is a social approach by asking others such as teachers, classmates, parents, or any other person. In this study, the use of this strategy is also moderate and the second least frequently used, recording a mean score of 2.38. This has also been ascertained by the finding of Kudo (1999), who revealed that Japanese learners employed the asking strategy the least because students tend not to collaborate in learning vocabulary. Contrary to Kudo and this present study's findings, Liao (2004) and Catalan (2003) found that asking for a translation of a word into L1 is among the most frequently employed strategy by students.

In many other studies, the use of dictionary and guessing is found to be more frequently used by students. For example, Gu and Johnson (1996), Schmitt (1997), Kudo (1999), Fan (2003), Catalan (2003) and Liao (2004) all found in their studies that the use of a dictionary is very popular among students, with the students opting not to use monolingual dictionaries. Although, the use of dictionary strategy is found in this study as moderately used, its usage is not as postulated by the studies above in the case of this study.

5.3.1.2 Vocabulary Use Strategy

This strategy is the next most frequently used strategy after the Discovery. The data obtained by this research shows that the mean score of Vocabulary Use strategy at 2.27, which implies a moderate usage among the students at SSM. However, there are a number of items identified under this strategy that their mean scores vary following the break-down of the strategy. The first item is ‘using learnt material as much as possible’, which registered the highest mean score 2.41 among the three. The second is ‘making up sentences in English with learnt words’, which scores 2.11 mean score. This item is found to be the least frequently used among the three items under the Vocabulary Use strategy. The third item is ‘making up new words to overcome communicative limitations’, which has the second highest mean score (2.30) under this sub-item. The last item under the Vocabulary Use strategy is ‘resorting to media and technologies to use already learnt words’ with 2.24 mean score. The results obtained from the data under this category show that the students have preference in trying to use the newly learned vocabulary more than they do either using the vocabulary in sentences or making up new words or employing media and technologies in using the newly learned word(s).

Briefly, what the data of this current study revealed is consistent with a number of studies, among which are Catalan (2003), who found in his study that using a newly learned word in sentences is the most popular strategy employed by students. Similar findings are also made by Liao (2004) and Wei (2007). On her part, Ruutemets (2005) is surprised at the low use of the media, particularly the internet, when learning new words by Estonian students.

5.3.1.3 Vocabulary Retrieval

Vocabulary Retrieval is the third strategy considered by this study. It is related to retrieve vocabulary from memory when it is necessary. Based on the outcomes of this study, data shows that the Vocabulary Retrieval Strategy is the third most frequently used strategy among the five categories considered, registering a mean score of 2.26. However, there are a number of items identified under this strategy of which their mean scores vary following the break-down of the strategy. As examples, 'Retrieving vocabulary from memory in situational sets' registered the lowest mean score 2.09 among the three items. 'Retrieving vocabulary from memory in collocational sets' registered the highest mean score 2.38. Lastly, 'Retrieving vocabulary from memory in semantic sets' registered the second highest mean score 2.32 under this sub-item. In other words, the score suggests that, like the two previously discussed strategies, this strategy is also moderately employed by the students.

5.3.1.4 Metacognitive Strategies

Metacognitive strategies are related to students' own regulation and monitoring of their vocabulary learning. According to the findings, Metacognitive is considered the least frequently used strategy among the students at SSM since data revealed that Metacognitive registered an overall mean score of 2.06, which also falls within moderate use. For example, there are two sub-items derived from Metacognitive category, as 'Finding opportunities to learn and knowing how to learn' since both sub-items are of low use, which implies seldom used by the students. In other words, students have reported an average medium use of 'Finding opportunities to learn'

registering a mean score of 2.05 whereas 'Knowing how to learn' registered lower score of 1.96.

Apart from that, there is a kind of consistency in terms of the result of this present study and some other studies in the literature. As examples, Gu and Johnson (1996) and Schmitt (1997) all revealed a moderate use of this strategy. However, studies such as Kudo (1999) and Fan (2003) revealed a low use of Metacognitive strategy.

5.3.1.5 Storage into Memory Strategies

This strategy is related to what students do in order to commit the already learned new vocabulary into memory. Based on the outcomes, 'Storage into Memory Strategies' is considered the least-frequently used among the five strategies have been discussed with the mean score of 1.81. Actually, the score falls within a low use, so the only strategy used the least. Besides, under this category, there are semi-strategies that are totally different in nature, as stated by Schmitt (1997), who opined that the strategies can be discerned in two ways: mechanical techniques and techniques involving the manipulation of information to a deep understanding. The mechanical techniques score a higher mean than that of the deep processing ones. This corresponds to the findings of a number of previous studies (Gu and Johnson, 1996; Schmitt, 1997; Kudo, 1999; and Fan, 2003).

Based on the findings, 'Creating' strategy is the most employed technique under this category, with mean score of (2.24); followed by 'Rehearsing', (2.2); 'Applying', (1.8); 'Note', (1.62); and 'Employing' and 'Reviewing', (1.6) and (1.42), respectively. Furthermore, the descriptive analyses results shown above, as obtained

by this study, implies that Creating and Rehearsing fall within moderate use whereas the rest of the four strategies are all low use, which means that they are scantily employed by the students at SSM. However, the overall score of this strategy is low, as stipulated by Oxford (1990) threshold explained earlier (see ch.4). It is also indicative from the scores that they are all close to one another in terms of how often students use them.

5.4 Discussion of the Findings (R.Q.2: VLSs by Gender, Age, Grade, Years of Studying English and Language Proficiency)

With regard to this research question, social and demographic factors have been studied by a number of researchers (Green and Oxford, 1995; Wharton, 2000; Oxford and Burry-Stock, 1995). In other words, these previous studies have suggested that there are several factors that play a considerable impact on the use of strategies among learners. Particularly, the analyses of data obtained for this study has revealed that gender is not significant in terms of VLSs adopted by the students with the p value more than 0.05. This is slightly contrary to what is found in the literature. For example, a study by Ehrman and Oxford (1989) reported high total use of strategies amongst females compared to males. Besides, Oxford and Nyiko's (1989) study on university learners learning various foreign languages within the United States where females outnumbered males in the strategies used and in specific categories such as social strategies, self-management and language analysis. Besides, a survey by Green and Oxford (1995) of learners pursuing three separate course levels at the Puerto Rican University provided a clear demonstration that there was higher strategies use amongst women than amongst men.

Likewise, age also appears insignificant with regard to the findings of this study since p value is more than 0.05. This result contradicts the findings of Oxford and Ehrman (1993), Ahmed (1989), Schmitt (1997), and O'Malley (1985b), who all found a significant correlation between age and the vocabulary learning strategy selected by students. In terms of grade (level of study), there are no significant statistical differences among students of the three grades studied. However, there are significant differences in terms of how much a strategy is adopted by a particular grade.

As examples, the results show that grade 1 employs discovery more than grade 2 and 3, so both grades 2 and 3 are considered the last when it comes to using the discovery strategy. Besides, when it comes to using of the storage strategy, it is grade 2 students who are likely to employ it more than both grades 3 and 1; grade 1 being the least likely to employ this strategy. Similar result is also found in the case of retrieval strategy, where grade 2 is considered the most likely grade to employ it than grade 3. Lastly, metacognitive strategy is also found to be more likely to be employed by grade 2 than grade 3.

In terms of duration of English instruction (experience) among students at SSM, it doesn't have any influence on the categories of VLSs that have been studied. In other words, it appears insignificant since p value is more than 0.05. Apart from that, in the case of students' language proficiency, first, students have been divided into four categories: poor, average, good, and very good. Particularly, the majority of participants of the study (43 students) are identified as good in their English proficiency, followed by average (36 students) and those identified as poor and very

good (11 and 15 students, respectively). The result indicated that there were significant differences of strategies adopted by students of different language proficiency ability. Students who identified as very good were found to be employing the strategies of 'Use' and 'Discovery' more than other strategies of vocabulary learning. This study uses a descriptive analysis and follows it with inferential analytical tools. The decision to do this was made in order to increase the validity of findings of the study regarding the vocabulary strategy methods employed by the students and examined by this research.

Attempts have been made to examine the students' language proficiency in connection to their vocabulary learning strategies (VLSs) use. For example, Loucky's (2003) findings revealed that Japanese college students with high language proficiency made higher use of VLSs than those with low proficiency. The results corresponded with Kung and Chen (2004), Nemati's (2008), Chang Tsai and Chang (2009), and Celik and Toptas's (2010), which revealed that students' VLS use positively correlated with their language proficiency level.

Griffiths (2003) also undertook a study on private school LLSs learners in New Zealand who are taking English as second language. Learners were placed in various test levels depending on their scores in the Oxford Placement Test (OPT) in which a significant relationship was identified between use of strategy and proficiency in language; an increase in the level increased the resort to LLSs. Besides, Oxford and Nyikos (1989) assessed the LLSs' use amongst learners having various self-rated proficiencies and established that learners who were extremely happy with the levels

of proficiency obtained from skills that include listening, speaking, and reading were those with a highly stated strategy use.

Similarly, Chamot and Kupper (1989) conducted an analysis for LLS learners graded by their instructors as poor, average, or good and found that even though learners in all levels employed strategies, those in higher levels stated a significant and regular use. In addition to that, Wharton (2000) investigated bilingual students in Singapore universities to determine their language learning strategies based on the self-rated proficiency. The outcome indicated a clear pattern that learners who thought that their EFL proficiency was higher comprised of those who reported a regular use of VLSs.

Generally, the result of the findings discussed above could be salient for teachers in order to understand why students at a certain grade (level) prefer a particular strategy over others. However, further research is also needed to find out whether this applies to other schools and if it does what is the correlation between a grade and the selection of a particular strategy. By establishing more evidence, teachers would be better informed about their students and what strategy effectively suits their learning abilities and their level of education and language proficiency.

5.5 Discussion of the Findings (R.Q.3: Factors Affecting VLSs)

This research question is qualitative in nature, as mentioned in the previous chapter. The responses were collected from the semi-structured open-ended interviews, focus group discussions (FGD), and classroom observations. Based on the outcomes, three

major themes were generated from the responses of the students as factors affecting the use of VLSs: language learning environment, attitude and beliefs, and, finally, motivation since all these themes will be discussed in detail below.

According to Gu (2003), language learning environment is specified as the socio-cultural-political environment where learning takes place. There are several examples include that as teachers, peers, classroom, and social and cultural tradition of learning etc. Based on the provided learning environment, these aspects (examples as mentioned above) have a notable impact on the appropriateness of strategy use, so a strategy that is suitable or possible in a specific learning environment might come to be unsuitable or impossible in another one (Gu, 2003).

With regard to this factor, Kameli et al. (2012) discovered that the role of teachers, peers, and classroom environment affected Malaysian ESL students' VLS use. For example, a teacher's encouragement could influence the learners' VLS use, in which learners were encouraged to learn new words by focusing on the pronunciation of a word. Regarding informal language learning environment, Asgari and Mustapha's (2011) findings indicated that the role of supportive and unsupportive parents affected Malaysian ESL students' VLS use differently. For example, students living with supportive parents employed more variety of strategies to learn new words than those living with unsupportive parents who tended to lack the motivation in learning a language.

Particularly (as for the current study), the participants agreed that the environment at SSM presents a better language learning opportunity than the environment of Saudi

Arabia. Besides, they all agreed that their school environment here in Malaysia helped them to learn new vocabulary and use it as they are required in many situations to speak in English. In other words, language is very important since many people speak English; it is the only way to communicate with people outside the school.

Additionally, when students study at SSM, the environment supports and assists them to practice, expand, develop, and build their vocabulary, so English here at Malaysia is very important due to the society; they speak and understand English. Accordingly, the language learning environment plays a notable impact on students' vocabulary learning and also based on the FGD, students believed about the influence of society in which they live. For example, English is considered the only way of communication in Malaysia since it is not easy to find someone who speaks Arabic. A lot of people speak English here because of the society, so they speak English because many people know English. In Malaysia, you can practice English because the majority of people speak English and the society understands English. Shortly, the results have corresponded to the previous studies as revealed by the literature that learning vocabulary in an environment where the availability of English language speakers or media sources used English requires different VLSs (Green and Oxford, 1995; Oxford and Burry-Stock, 1995).

Furthermore, the researcher's observation of the school and classroom's environment also endorsed students' responses by showing that English teachers at SSM emphasise using the English language in classes and sometimes in different other places within the school compound. For example, students believe in the influence of

their environment in their learning the English language generally and vocabulary in particular, so they agreed that because the Malaysian environment requires one to speak English since people usually do not speak Arabic compels one to practice English. Besides, the researcher's interview with an English-language teacher at the school complemented this point. As an example, the teacher explained that the motivation is good for the students, so they can be more knowledgeable to understand and to master new words daily, so the environment makes students have the chance and the opportunity to practice English all the year.

The second generated theme deals with attitudes and beliefs. This is another factor mentioned by the students. Attitudes and beliefs are conscious or unconscious propositions held and which are accepted by a person as true, therefore imbued with emotive commitment guided by thoughts and behaviours (Borg, 2001). Belief has been singled out as one of the clear factors affecting learners' VLS use. A study done by Gu and Johnson (1996) found that Chinese university students devalued rote memorization strategies and they employed more meaning-oriented strategies than rote strategies. Sixiang and Srikhao (2009) discovered that Miao students (an ethnic group in China) who believed that words should be studied and put to use, employed a wide range of VLSs. According to Gu and Johnson's and Sixiang and Srikhao learners' strategy use seems to relate to what they believed. On the contrary, Wei (2007) discovered the opposite results indicating that what students believed did not yield their actual VLS use. That is, students believed that knowing a word means the ability to use such words in appropriate context. However, they concentrated too much on isolated short-term retention of form and meaning.

Among individual learner difference factors, attitude also does appear to correlate positively with learners' VLS use. Apart from belief, Wei (2007) took attitude into account as another factor influencing learners' VLS use. The findings showed that Chinese college students with positive attitudes toward vocabulary learning employed VLSs more frequently than those with negative attitudes in four categories, i.e. dictionary, activation, guessing, and management. The findings were consistent with Zhi-liang's (2010) study revealing that Chinese students with positive attitudes tended to employ a large variety of VLSs either to discover the meaning of the new words or to consolidate the use of the words.

As for the present study, the students interviewed believed that learning vocabulary is very important; therefore, they maintain a positive attitude toward it. For example, one of the students voiced that he believes learning English language vocabulary is very important because of the Malaysian society in which the Saudi School is located often communicates in the English language, thus, many people understand and speak English.

In addition to that, students have a good awareness about the necessity of expanding their vocabulary since it develops them to master other skills as reading, writing, speaking, and listening. In order to be advanced in a language, you should learn more words, which, in turn, will assist you in enhancing your language proficiency generally. Accordingly, it is suggested better for students to focus more on their vocabulary learning and learning some strategies that assist them in dealing with new words and to understand the language very well. However, beliefs and attitudes vary from a person to another as argued by Horwitz (1987). The informants of this study

all believe and have positive attitude toward learning vocabulary as an essential way to being proficient in English language.

Generally, the findings of this study, attitudes and beliefs are complimented by the literature. Hong (2006) found that learners who had beliefs in utilizing English tend to employ various and different vocabulary learning techniques. It is also worth noting that the researcher's observation of the students during the course of this study showed that the students have strong beliefs and good attitude toward learning new vocabulary. Besides, the English teacher interviewed by the researcher also has a positive attitude and strong belief with regard to learning vocabulary as a major skill of learning language. In other words, teacher's attitude and belief revealed that learning vocabulary is more important than focusing on grammar and structural rules.

The last of the major themes generated is motivation. This factor suggests that the more motivated and encouraged learners are the more they employ such strategies (Ehrman and Oxford, 1990; Sanaoui, 1995). Students' motivation seems to correlate positively with their VLS. For example, Fu's (2003) study revealed that inherent interest motivation (Learners' inherent interest in vocabulary learning) positively correlated with students' VLS use. The other research work that confirms the relationship between motivation and learners' VLS use is Marttinen's (2008), indicating that Finnish ESL students with high motivation employed a wider range of VLSs than those with low motivation.

Oxford and Nyikos (1989) and Schmidt and Watanabe (2001) also found motivation to be one of the most obvious influences on vocabulary learning strategy choice. This correlation between motivation and vocabulary learning is confirmed by this current study where all the students interviewed believed that motivation is one of the most important factors that affect their vocabulary learning. As an example, the teacher considers motivation and language learning environment as related factors which they affect positively among students at SSM in learning and expanding their vocabulary. The researcher also observed during data collection that the majority of students is very motivated and passionate about learning new vocabulary. Consequently, a teacher in a classroom should try to make language learning enjoyable among students so they can be motivated; motivation is a significant factor for building students' vocabulary in a FL. All in all, motivation is confirmed by the literature, the interviews, and FGD, as well as the observation carried out by the researcher at SSM as a factor affecting vocabulary learning.

5.6 Discussion of the Findings (R.Q.4: Strategies Used in All Five Stages of Vocabulary Learning)

Understanding the construction of strategies is critical in drawing guidelines for such particular strategies in learning new vocabulary. As it has been mentioned, in the literature of this study, several researchers have proposed the concept of distinct stages in the course of vocabulary learning. These include Hatch and Brown (1995) and Brown and Payne (1994, cited in Hatch & Brown 1995, p. 373). Additionally, Fan (2003) supports the model offered by Brown and Payne (1994) that classifies the learning process of vocabulary learning in a FL into five critical stages. Particularly,

a number of explanations were stated by participants regarding the strategies they employed in learning new vocabulary. In other words, the analyses of qualitative data were carried out with the objective of identifying strategies employed, so under this question, five stages of vocabulary learning have been identified since there are major themes have been generated under each stage.

5.6.1 Encountering New Words (Stage 1)

At this stage of vocabulary learning, learners (EFL) use different strategies that have been considered helpful by the researchers in previous studies. In other words, an effective application of such strategies leads to the development of learners' vocabulary, strengthen their critical thinking ability, improve their learning capacity, and save their time. The findings of this study revealed that students at SSM have preferred the use of analysis, guessing, asking, and dictionary in that very order. Notwithstanding, the employment of all these strategies were found in this research to be moderate. Also, despite the fact that guessing strategy is not the most preferable strategy employed by the students based on this research quantitative data, the themes and main ideas generated from the responses of students from qualitative data reveal that guessing is the most preferred strategy among the students. As an example, during the FGD, the researcher noticed that students preferred guessing strategy or use of a dictionary when they failed to guess the meaning of the new word.

Apart from that, one of the major themes that has been generated is guessing from the context. All participants of this study revealed that using this strategy, albeit with

a slight variations, to how they choose to put it to use. It is deduced from the findings that students used the context or a clue in the context to guess the meaning of a new word. Some of them indicated that they tried to understand the parts of speech to which the word belongs in order to guess its meaning. They mentioned during the FGD that they tried to guess the meaning of a new word from the context first but agreed in trying to find out the parts of speech/sentence or a word belongs to or try to understand its grammatical feature.

Additionally, based on classroom observations, the teacher asked some questions that were not available in the textbook, but developed during the preparation for the lesson. This assisted students to guess the meaning of new words and activated them to use the vocabulary in different contexts, also. This is consistent with a number of studies in the literature (Clarke & Nation, 1980; Liu & Nation, 1985; Nation, 2008). Guessing from the context is a good strategy in learning new vocabulary and assists students to learn and read faster when using guessing from the context (Abdulwahab, 1997). Guessing is also believed to encourage and improve vocabulary growth (Ghazal, 2007; Liu & Nation, 1985; Nation & Coady, 1988).

Another salient theme that has been generated is guessing from pictures. This is also found to be a unanimous approach by students. It also tallies with the available literature reviewed in this study (Kost, Foss, & Lenzini, 1999; Sadoski & Paivio, 2001). The reason for the unanimous application of this strategy is perhaps due to a picture's ability to draw the attention of learners, hence motivate students, as stated by Hill (1990). Besides, this form of guessing, that is guessing by picture, is found to be more prevalent among the lower-level students as argued by Lai (2005). Briefly, it

has been proven during the interviews and FGD of this study where the students revealed how effective this strategy is and how much they employ it when they are learning new words.

The final major theme herein generated is guessing from the morphology of the word. This is quite an interesting approach employed by the students since many of them employ this approach in guessing the meaning of a new word. For example, during the FGD, the researcher observed that some students tend to employ this strategy in guessing such new words and when asked by the researcher, the students admitted their likeness of this strategy as they believe it is quite helpful to them. It also correspondingly goes in line with the finding of Pittman (2003), where he found that students use prefixes, roots, and suffixes in guessing the meaning of a new word. In the period when the researcher was conducting this research, it was observed that students employed guessing strategies while learning new vocabulary. Apart from that, it should also be pertinent here to note that the use of guessing strategies will fit in well in systems such as that in Saudi schools due to the limited amount of time allocated to vocabulary learning.

5.6.2 Getting the Word Form (Stage 2)

The next stage in vocabulary learning strategy is getting the word form which comprises learning many aspects of word knowledge that include knowing both the spoken and written form of the new word identified as a new word to be mastered by learners (Gairns & Redman, 1986; Nation, 1990; Taiwo, 2007). There is a wide range of word aspects that EFL learners should know and try to learn one aspect of

the word, such as its form, grammatical use, and collocation of the new word in memory would help in consolidating the meaning of the word (Nation, 2001; Al-Homoud, 2007; Bahns & Eldaw, 1993; Laufer, 2005; Nation, 1990; Pigada & Schmitt, 2006; Read, 2004; Thornbury, 2004).

Apart from that, the use of a dictionary can help students to learn many aspects related to the form of a word, such as its spelling, syllables, stress, pronunciation, parts of speech, as well as the meaning of important prefixes and suffixes, the history of the word, its derivatives, whether capitalized or abbreviated, and whether it has a special plural form (Beech, 2004; Bilash, William, Gregoret, & Loewen, 1999; Gonzalez, 1999; Prichard, 2008; Wingate, 2004). Some other studies suggested the use of an electronic dictionary that nowadays is more convenient and is far easier to carry around (Nation, 2008; Fauss, 2001 and Perry, 1997).

Regarding this stage, the findings of this study revealed that many students employ this strategy in learning new words. They use either dictionary or a spoken or written repetition of the newly learned word that has been also identified by the literature as an effective strategy in learning the form of a new word (Al-Qarni, 2003; Chen & Truscott, 2010 and Webb, 2007). Besides, a lot of students indicated that they have used a dictionary in finding the meaning of new words. The findings also explained that students have used repetition in trying to learn the correct spelling of a new word and try not to forget its meaning after checking a dictionary.

According to the literature, one more effective strategy used at this stage (stage-2) is employing spoken and written repetition to practice the pronunciation and spelling of

the new word just learned. This is because, as asserted by Gu (2003), that there is always a likelihood of forgetting immediately after the initial encounter with a new word. Therefore, he recommends that students start repeating a new word immediately after their first encounter. However, the quantitative data obtained by this study revealed that the use of dictionary is the least-preferred strategy employed the students. This does not imply that the students do not employ it. Actually, they do, but probably less frequently than the other strategies in terms of the categories of VLSs identified by the questionnaire of quantitative data.

5.6.3 Getting the Word Meaning (Stage 3)

After the previous stage, getting the word form, the next stage is getting its meaning. This stage also goes with the use of a dictionary strategy (East, 2007; Eeds & Cockrum, 1985; Laufer & Hill, 2000; Nation, 2008; Nation & Gu, 2007). Laufer (1990) voiced that learners should be encouraged to use a dictionary, especially after an unsuccessful trial of guessing the meaning of the new word still remain unclear in the context. This view is also shared by other studies (Beech, 2004; Bilash, William, Gregoret, & Loewen, 1999; Gonzalez, 1999; Knight, 1994; Prichard, 2008; Wingate, 2004). It has also been established that students who use a dictionary in vocabulary learning through reading get better results in learning new vocabulary (Lupescu and Day, 1993).

Through qualitative data, two major themes have been generated from the responses of students. The first theme is dealing with the use of English-English dictionary. Among the participants, five revealed that using a monolingual dictionary is more

beneficial to them than bilingual or multilingual ones. For example, one of them explained that he used an English Oxford dictionary because it helps and supports him to learn more vocabs. Another one indicated that, also, he used a monolingual dictionary so he can learn other new words at the same time. In other words, a monolingual dictionary is more helpful than the Arabic one that gives you specifically the translation meaning of the new word you look for.

However, worthy of note also is that among the participants of this study, two recognised the benefits of using an English-English dictionary but they had their reservations. As an example, one stated that a monolingual dictionary is beneficial but he prefers using Arabic/English dictionary as it helps to find the meaning of a new word faster and easier than when using a monolingual dictionary. Likewise, the other participant admitted that a monolingual dictionary is beneficial but claimed it is for advanced learners. According to McCarthy (1990), when compared to bilingual dictionaries, monolingual dictionaries can be much more helpful in vocabulary learning, especially when learning the word meaning is the aim. Bilingual dictionaries are important, but they are also limited tools and monolingual dictionaries deserve a place in the EFL curriculum.

This finding is further supported by the observation of the researcher during his time with the FGD since many students try to understand the meaning of new words through their explanation in English, so doing this strategy assists them not just learning the newly encountered word but other words and synonyms as they try to read the meaning in English. This result suggests that teachers should strive to

encourage the students to get used to using a monolingual dictionary right from the beginning, when they start learning vocabulary and English language as a whole.

Another considerable sub-theme also has been developed from the interviews and FGD is the use of picture dictionaries. Hill (1990) emphasises that foreign language learners can be highly motivated to participate and communicate their thoughts when visuals are used during the teaching process, as the use of visuals can make the learning experience of the target language more significant and meaningful. Similarly, Wright (1990, p. 2) asserts that pictures can provide “interest and motivation; a sense of the context of the language and a specific reference point or stimulus.” Particularly and based on the findings, many participants revealed that pictures are very beneficial in learning new words. In other words, a picture dictionary is more practical, so students can directly understand the meaning, so pictures have their great and strong effectiveness in learning the meaning of new vocabulary.

Generally, using a dictionary helps in checking and correcting the spelling of new words and it is considered as one of the best strategies to understand the meaning of the new vocabulary. Apart from that, students at SSM do not have any doubt that using a monolingual dictionary is good and helps them to learn more new words at the same time. Besides, using the monolingual dictionary assists learners to get more synonyms, so they can use one of the word’s synonyms instead of the original one as one the students of this study has mentioned previously.

5.6.4 Consolidating Word Form and Meaning in Memory (Stage 4)

The fourth stage in the list of vocabulary learning concerns with consolidating word form and meaning in memory. This is where various memory strategies come into use. The strategies strengthen the words by the way of connecting familiar words and pictures with the new word being learned (Mastropieri, Scruggs, & Fulk, 1990; Oxford, 1990; Woolfolk, 1993). The fact that vocabulary learning is a memory issue makes a plethora of studies in mnemonic devices enhance memory and help with this aspect of vocabulary learning (Atkinson, 1975; Atkinson & Raugh, 1975). Numerous other studies have also reviewed the use of mnemonic devices in vocabulary learning (Carney & Levin, 2000; Gray, 1997; Hwang & Levin, 2002; Mastropieri & Scruggs, 1991; Mastropieri, Sweda, & Scruggs, 2000; Nation, 1982; Uberti, Scruggs, & Mastropieri, 2003).

Particularly, this stage is considered the very heart of vocabulary learning acquisition, where many particular strategies are applied that include grouping words, encoding, connecting new words with personal experiences, and using the repetition strategy both verbally and written. The findings of this study indicate that students employ different forms of memory strategies, such as pictures and linking the new word with a group of other words that relates to them, therefore consolidating the newly learned word. As an example, some students clarified that they connect a new word they have been learnt to a picture that helps them to remember it. Others prefer to link a new word with a group of words that belongs to them, so they can consolidate its form and meaning in their memory. Similarly, Thompson (1987, p. 211, cited in Atay & Ozbulgan, 2007, p. 41) affirms that some

strategies “help individuals learn faster and recall better because they aid the integration of new material into existing cognitive units and because they provide retrieval cues”

Likewise, students use verbal and written repetition at this stage. Using this strategy is helpful and supports in remembering the new words long term, as Kelly (1992, p. 142) indicates that “the ear does assist the eye in the long-term retention of lexis.” The lack of systematic repetition leads to forgetting the new word (Nation, 1990, 2001; and Thornbury, 2004). Apart from that, Nation and Gu (2007, p. 118) affirm that “meeting words in context provides opportunities for developing knowledge of the form, meaning and use of words. Meeting words in a variety of contexts enriches and strengthens learning.” Generally, students employ both verbal and written repetition in learning new vocabulary. However, some of them prefer using a verbal repetition and vice versa. This finding has also been further consolidated by the observation of the researcher in which he found that the students use a grouping word strategy, imaging, drawing, and use of verbal and written repetition.

5.6.5 Using the Word (Stage 5)

The last stage in vocabulary learning is using the word. The literature affirms that using new collocations in context immediately after learning a new word is necessary. This helps learners in building their abilities naturally to use the English language in the future (Arnaud & Savignon, 1997; Bahns & Eldaw, 1993; Lewis, 1993; Sansome, 2000). Repeating collocations is a lot more preferable than repeating an isolated and out-of-context word. This can be done by simply reading a text where

the word appears in memorable contexts with various collocations (Nesselhauf, 2003; Nizonkiza, 2011; Siyanova & Schmitt, 2008).

It has also been stated that “the ability to deploy a wide range of lexical chunks both accurately and appropriately is probably what most distinguishes advanced learners from intermediate ones” (Thornbury, 2004, p.116). Besides, a collocation is an essential part of acquiring any language for the reason that the meaning of a word has much to do with the words with which it usually associates “not only do these associations assist the learner in committing these words to memory, they also aid in defining the semantic area of a word,” and also “permit people to know what kind of words they can expect to find together” (Nattinger, 1988, pp. 69-70). The findings of this study revealed that many students like to apply this strategy in using the new word. In addition and during the focus group discussions, many students believe that using this strategy helps to learn new words faster and easier. Consequently, using this strategy assists not to forget the new words as well as makes their remembering easy, so students will not forget both words together.

5.7 Summary of the Findings

In this study, quantitative and qualitative data analyses have been used in order to help in answering the research questions. Quantitative data has indicated that all the five categories of strategies identified (i.e., Discovery, Vocabulary Use, Retrieval, Metacognitive, and Storage), the mean scores for the four categories (exception Storage) are all at medium usage by students at SSM. Regarding the second research question that deals with the social and demographic factors among students since there are several factors that play a considerable impact on the use of VLSs among them. Particularly, the analyses of data obtained reveals that gender is not significant in terms of strategies adopted by them since p value more than (0.05).

Likewise, age also appears insignificant since p value is more than (0.05). In terms of grade (level of study), there are no significant statistical differences among them of the three levels studied. However, there are significant differences in terms of how much a strategy is adopted by a particular grade. Equally, in terms of duration of English instruction (experience) among students at SSM, it does not have any influence on the categories of strategies have been studied. Besides, in the case of students' language proficiency, the result found that there were significant differences of strategies adopted by students of different language proficiency ability since students who identified as a very good were found to be employing the strategies of use and discovery more than other strategies of vocabulary learning.

As for the third research question, which is qualitative in nature, three major themes have been generated as factors affecting the use of strategies (VLSs) among SSM students such as, language learning environment, attitude and beliefs, and lastly

motivation. Finally, the fourth research question is interested in drawing guidelines for particular strategies in learning new vocabulary. In other words, a number of themes were stated by participants regarding the strategies they used in all the five stages. As examples, stage 1: 'encountering new words', guessing from the context, guessing from the pictures, and guessing from the morphology of the word. In stage 2, 'getting the word form', the findings revealed that many students employed this strategy in learning the new vocabulary since they used either dictionary or doing a spoken/written repetition of the newly learned word.

Regarding stage 3: 'getting the word meaning', the use of monolingual and picture dictionaries were considerable themes. In stage 4: 'consolidating word form and meaning in memory', the findings revealed that students used different forms of memory strategies such as, using images, drawing pictures, linking the new word with a group of other words, etc., so they can be able to consolidate the newly learned word. Likewise, students used verbal/written repetition in this stage. Lastly, stage 5: 'using the word', the findings clarified that many students preferred to apply this strategy in using the new word and believed it is a very good strategy because it helped them not to forget the old words due to their collocations. All in all, this study has generated findings that could be helpful for EFL learners, teachers, as well as curriculum developers and educational policy makers.

5.8 Pedagogical Implications of the Study

There is a consensus in the current teaching practice that places great emphasis on the role of vocabulary learning in language proficiency. This study's findings have further underscored this role and the significance of vocabulary learning in all stakeholders, such as teachers and students. The aim of this study has been investigating VLSs among participants, so the study has surveyed the major stakeholders involved, i.e. both students' and teachers' beliefs with regard to the use of diverse VLSs in an attempt to understand the current state of affairs in terms of vocabulary learning at the Saudi School in Malaysia. The data gathered and interpreted lead the researcher to draw the following pedagogical implications:

Firstly, the approach currently employed in teaching vocabulary allows not just the teachers to have preconceived assumption on how vocabulary teaching and learning should be, but learners also are able to pass their views on a certain approach as either appropriate or inadequate. Thus, this underlines the importance for teachers to know the beliefs held by their students for an effective teaching and learning experience, and to overcome stress during routine lectures. Knowing this will allow language teachers to design the models that are best suited to the learning process and encouraging to the students to partake in learning by informing the students to be well aware about the reason behind the teacher's teaching decisions.

Secondly, generally speaking, students are fairly motivated to learn vocabulary and increase their language proficiency. However, there is a need for teachers to increase the motivation of the students by making them aware of the value of vocabulary learning and encourage them to use beyond the confinement of their classrooms. In

addition, the curriculum and teaching and learning materials use must meet the needs and satisfy the interests of learners. Also, the lessons should be tailored in a communicative manner to prevent de-motivating students (Yang, 1999; Shen, 2006).

Thirdly, given the point stated above, the role of the English teacher should change to accommodate the demands of the situation. It has been demonstrated in this study that students expect a more systematic vocabulary teaching from the teachers. Therefore, Nation (2001) mentioned in his study that the vocabulary learning is a continuous process that cannot be limited to just few classroom instructions where learners are presented with new words by their teachers and the rest is left to the students. This view has also been supported by Gu and Johnson (1996), who contended that the role of teachers is not only limited to provision of materials, input, and activities that enhances vocabulary learning development, but also to assist them in organizing their mental lexicon by making connections between words. The teachers are also expected to help the students consolidate and strengthen the vocabulary learned by planning periodical revisions and practice, meanwhile making periodical assessment and revisions in course contents. Against this backdrop, Fan (2003) argued that students should be made to understand the relevance of vocabulary learning strategies. High language achievers are reported using a wide range of vocabulary learning strategies a lot more frequently than are poor learners.

Fourthly, it has been revealed that when the students were requested to assess their vocabulary learning and acquisition, they all reported employing a number of vocabulary learning strategies, depending on individual differences. Encouraging the students for this kind of reflection creates awareness of the possibility of employing

such strategies in them that suit their own expectations and interests as learners. This study as well as a number of previous studies (Shen, 2006; Catalan, 2003; Hong, 2006) have revealed learners' beliefs and their own individual differences determine their choice and use of vocabulary learning strategies. For this reason, teachers should provide a variety of vocabulary learning strategies and improve those already employed by the students. This is essential because vocabulary acquisition requires various form strategies at different learning stages of students, as argued by Gu and Johnson (1996). Teachers should consider both students' individual features as well as specific aspects of learning a new word and should consider metacognitive process and vocabulary learning strategies in mind. Doing so will help the students understand their own responsibilities in the learning process and will try to be prepared for any of the aspects discussed when learning any word. This will give the students more autonomy in the process of their learning.

In short, all the above implications discussed imply that the curriculum should be designed under consideration of strategic training and its importance. Relying on the assumption that the student will develop a learning strategy by his or her own is not enough nor professional. A proper training should be given to a learner so that he/she can use certain developed models in assessment of his or her strengths and weaknesses. The teachers must assume the responsibility of making the students aware of the reason why they should be trained in the way to use strategies (VLSs) that will ultimately help in enhancing their commitment to the process of vocabulary learning. Once the students realize that strategy training will improve their competency and bring efficiency in the learning process, they focus more and

explore more about different learning techniques. The teachers, on their part, can integrate various other strategies at each of the stages of vocabulary learning, taking into consideration students' cognitive development.

5.9 Limitations of the Study

In the process of this study, the researcher has identified several limitations that must be taken into account when interpreting the results:

In relation to the participants, one of the major limitations of it is the small sample size. The total number of participants is 120 out of which 105 are returned, whereas one class of third grade secondary students with their English teacher was selected to participate in the study's qualitative data. The low number of participants in terms of the questionnaire is due to the nature of the case study selected for this research, the Saudi School in Malaysia (SSM). Thus, a question on generalizability of this research on larger sample can be raised by future researchers and a separate study on larger sample is recommended.

Secondly, with regard to the research instruments: There are a number of limitations with regard to the research tools employed by this research. No matter how hard the researcher tried to explain each item in the most precise and understandable way, still some statements in the questionnaire posed comprehension problems for the students, particularly the younger learners. This suggests that perhaps in the future some added illustrations could be included to aid the students in their comprehension of the questionnaire. Furthermore, there is the inherent problem in the questionnaire

as to whether participants' answers reflect what they really do or what they think the researcher is expecting from them.

However, this is inevitable as there is no 100 percent trustworthy research instrument. This calls for a caution in interpreting the result of the research due to its inconclusiveness. In addition, interviews, focus group discussions, and classroom observations were all utilized to supplement the information gathered from the questionnaires. All these additional instruments serve their purpose as they helped in enriching and strengthening the information gathered from the questionnaires. However, such additional information cannot be treated quantitatively, which obliged the researcher to employ qualitative means in interpreting the information.

5.10 Contribution of the Study

Vocabulary learning is considered as a major process in acquisition of English as a foreign language (EFL). During the process, a learner manages to develop a few VLSs, a majority of EFL learners, who have realized the importance of vocabulary in their language learning, also understand that knowledge of the English diction can enhance their overall linguistic skills, facilitating their communication with people and expressing their ideas. This study is dedicated to the research of VLSs employed by a group of Saudi Arabian learners in an EFL context. In other words, the current study on this group of learners (SSM) is considered as one of the unique contexts among those previous studies on learning strategies, so this work is selected upon recognizing its contribution to instructors and students as well.

Particularly, this study contributes to teachers because it enables them to identify the strategies that learners use frequently in vocabulary learning, thus it is easier for learners to develop their vocabulary. Besides, the study outcomes would provide an insight into some relevant strategies that teachers may use to enhance vocabulary learning among students. In other words, this study contributes to offer a support for EFL teachers in using such appropriate strategies that would be critical in motivating students to enhance their vocabulary ability. It also assists students to be potential in vocabulary learning and support them to become cognizant of the strategies they have used.

Apart from that, one of the major contributions of this study was the development of a model of factors affecting VLSs among secondary students at SSM (Figures 4.6 and 4.7). Besides, the development of the structural equation models which separately represent the composition of theoretical construct relevant to cultural background, age and second language, and type of task for motivation (Figure 1.1). Also, gender, learning style, and strategy training for language learning environment (Figure 1.1), the composition of theoretical constructs relevant to language learning environment and motivation for attitudes and beliefs (Figure 1.1).

The development of the model also explored the relationships between independent variable with motivation and language learning environment. Such a model illustrated the positive relationship between motivation and language learning environment. It also revealed the positive relationship between motivation and language learning for attitudes and beliefs. As an example, secondary students at SSM who took part in this study described the language learning environment as the

surrounding environment where they had a better opportunity of immersion in the use of English language compared to the situation in their countries like Saudi Arabia where English is rarely used. According to Gu (2003), language learning environment is specified as the socio-cultural-political environment where learning takes place. There are several examples include that as teachers, peers, classroom, social and cultural tradition of learning etc. Based on the provided learning environment, these aspects (examples as mentioned above) have a notable impact on the appropriateness of strategy use, so a strategy which is suitable or possible in a specific learning environment might come to unsuitable or impossible in another one (Gu, 2003).

As it has been mentioned earlier, this study contributes to provide a useful model helping to understand VLSs employed by the secondary students at SSM. Apart from that, human computer interaction (HCI) research, in particular, has recently tried to explore user's behaviour to improve design of social technologies (Kraut and Resnick, 2012). The current study provided a rich set of artefacts that inform and enhance design of social technologies. In particular, based on nature of web 2.0, there are growing trends on web sites and web based applications that support social participation. Thus, the researcher has been trying to develop theories that guide such practices (Nov et al., 2013). Shortly, the current study has provided a theoretical model that promotes a set of essential factors as a guide for motivation and language learning environment for attitudes and beliefs among secondary students at SSM.

Generally, research on how students from different cultural backgrounds use VLSs is increasingly gaining contribution in the wider field of learning strategies. Thus, more

specific studies of strategy use of EFL learners are needed, so that teachers can fully comprehend the full range of strategy use by EFL learners. Oxford (2003) suggested that for more consistent and generalized results the prior researchers on English learning strategies should be validated and replicated in different institutional and social settings. Nisbet, Tindall and Arroyo (2005) and Puyo (2017) also pointed out that though much has been discussed to explore the different cultural and ethnic factors on learning of a foreign language particularly on the English language as well. However, still, a lot of research has to be conducted on different neglected dimensions and new samples with diverse cultural and ethnic groups. Accordingly, the researcher hopes this study would add to the bodies of knowledge on using particular effective strategies in EFL context and fill the gap between the studies which have been done on both native and non-native speakers of English. This would be contributed in relation to the Ministry of Saudi Education as there are limited works in this area and specifically there is a lack of studies on this context of schools outside Saudi Arabia.

5.11 Recommendations for Further Research

Due to the scope of this study, it should be made clear that there are a number of recommendations for further research as follows:

1. This study focuses on SSM students' vocabulary learning strategies, although four different types of data were collected in order to add more validity to the results of the study, similar studies are needed to be carried out in other schools' settings that share similar features with SSM. In addition, more English language teachers should be included in the study so as to get more insights from the teachers' perspective in addition to that of the students or their preference in using the strategy of discovery more often than they opt to use other strategies.
2. There are certain sections of this research that could not provide further information due to the limitation of its scope. Such areas include the reason for the preference of students' utilization of one strategy over another and why the students tend to employ less of a particular strategy. For example, the majority of the participants of this research do not use a dictionary when they encounter a new word.
3. For this type of study, a control and experimental group of students should be used to conduct a longitudinal study on vocabulary teaching and learning. Doing such study could lead to the identification and understanding of long-term effects of the vocabulary learning strategies used by students collectively as well as specific effects of each strategy individually. Such study will also provide large-scale data as well as specific case studies

particularly in the context of secondary education where students may not have the skill in employing vocabulary learning strategies due to their lower cognitive development. This, in part, will also help in checking whether students' cognitive development over time leads more effective utilization of the vocabulary learning strategies. Perhaps another aspect where such study could be of help is in determining the degree of influence of certain basic characteristics, such as gender, age, grade, language experience, language proficiency, and so on, where short-term studies like this could not detect any relevance.

Particularly, this study would offer a helpful insight among SSM students to enhance their language proficiency especially in the field of vocabulary learning. This work also contributes to students in practicing and improving the area of VLSs as well as training the appropriate and effective strategies in vocabulary learning. Besides, this study would assist teachers in creating a good atmosphere in the classroom; it helps to produce students who are able to communicate English more confidently, proficiently and effectively.

Briefly, the researcher hopes this work would be brought to the attention of language designers and researchers in the field of EFL, particularly in vocabulary learning, to help out in better teaching of VLSs. The researcher hopes this study would add to the bodies of knowledge on using effective strategies in EFL context and fill the gap between the studies which have been done on both native and non-native speakers of English. This would be significant in relation to the Ministry of Saudi Education (MSE) as there are limited works in this area and specifically there is a lack of

studies on this context of schools outside Saudi Arabia. In other words, to clarify a pronounced lack of research on the EFL context in Saudi Schools Abroad as it is considered as one of the unique contexts among those particular groups of learners and a dearth of prior research into VLSs in this context. Generally, the recommendation is aimed at assisting Saudi schools' students in particular, other students in similar EFL contexts, teachers, educationists, curriculum developers, and education policy makers, as well as academics interested in teaching VLSs in the EFL context.



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Appendix A

Permission for Data Collection at Saudi School Malaysia



PUSAT PENGAJIAN PENDIDIKAN DAN BAHASA MODEN
SCHOOL OF EDUCATION AND MODERN LANGUAGES
College of Arts and Sciences
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Sir

PERMISSION FOR DATA COLLECTION AT SAUDI SCHOOL MALAYSIA

With reference to the above, I would like to inform that **Ayman Saad Al- Obaisy** is a PhD student at the School of Education and Modern Languages, Universiti Utara Malaysia. He is conducting a research on *Vocabulary Learning Strategies Employed by Secondary Students at Saudi School Malaysia*.

As his doctoral supervisor, I would be grateful if you could allow him to collect some data for his research at your school. All the information will be treated as **CONFIDENTIAL** and they will only be used for research purposes.

Your cooperation in this matter is highly appreciated.

Thank you.

Sincerely

DR AIZAN YAACOB
Doctoral Supervisor
School of Education and Modern Languages
Universiti Utara Malaysia

Universiti Pengurusan Terkemuka
The Eminent Management University



Appendix B

Allowing for Data Collection (Saudi School Malaysia)

Royal Embassy of Saudi Arabia
Saudi Schools
Kuala Lumpur



سفارة المملكة العربية السعودية
المدارس السعودية
كوالالمبور

School of education and modern
Languages, college of arts and sciences,
University Utara Malaysia, 06010 UUM Sintok,
Kedah Darul Aman, Malaysia

Date: 18/11/2015

Dear Sirs.

**RE: ALLOWING FOR DATA COLLECTION FROM OUR SAUDI SCHOOL IN KUALA LUMPUR
(MALAYSIA).**

We refer to the above matter and letter of permission dated

Applicant: Ayman Saad Al-Obaisy

PhD student at the school of Education and modern languages, university Utara Malaysia (UUM)

Metric no: 94269

Mobile: 0176387708

We confirm to allow the student above for data collection regarding the research on vocabulary
learning strategies (VLSs) employed by secondary students at Saudi School Malaysia.

We hope all Success for hem

Principal of The
Saudi Schools in Kuala Lumpur

YUSEF ABDULLAH A. ALOMRN



saudischoolk@yahoo.com : ✉

0060341055545: ☎

0060341055531: ☎

Lot 516 BT 7 ½, Jalan Ulu Klang Ampang, Ampang Ulu Kelang, 68000 Kuala Lumpur
www.ssmv.com.my

Appendix C

Invitation Letter

Dear Participant,

I am currently a PhD candidate in the Department of Applied Linguistics, Faculty of Education and Modern Languages, College Of Arts And Sciences, University Utara Malaysia (UUM).

I am planning to study issues related vocabulary learning strategies (VLSs) in the secondary school, Saudi School Malaysia (SSM), for my dissertation. The aim of this study is to examine VLSs among secondary students in order to assist the researcher to investigate the use of strategies among those groups of students at SSM. Towards this, I plan to distribute a questionnaire, and conduct classroom observations, individual interviews and focus group discussions (FGD). This will offer EFL students an opportunity to think about their vocabulary learning and draw guidelines for particular strategies (VLSs) in a foreign language context.

The information collected will remain confidential and only be used for research purposes. I need your help in collecting the data and I hope you will help me by sparing some time.

I do appreciate your cooperation.

Sincerely,

Ayman Al-Obaisy

Appendix D

Participant Consent Form

() I am interested in participating in the study.

() I am not interested in participating in the study.

Name:

Age:

Grade (Level Study):

E-mail address:

(Mobile) phone No.:



- Number of years you have been studying English:

- Number of years you have been studying at Saudi School Malaysia (SSM):

- Which class would be best for you to participate in the study?

- What time would be best for you to participate in the study?

Appendix E

Vocabulary Learning Strategies Questionnaire (VLSQ)

A. Background Information

Please, answer these questions first, before you continue on to the following questionnaire. Circle one:

1. Name: _____
2. Sex: Male () Female ()
3. Age: _____
4. Grade: First year secondary grade () Second year secondary grade ()
Third year secondary grade ()
5. Number of years you have studied English: 0-5 () 6-10 () +10 ()
6. How do you rate your English proficiency? Poor () Average () Good () Very good ()

B. Vocabulary Learning Strategies Questionnaire (VLSQ)

The researcher would like you to complete this questionnaire about what you really do when you are studying English vocabulary. The questionnaire describes vocabulary learning strategies that you probably use to study vocabulary. Read each statement carefully and then circle the option that best suits you according to the following scale: if you always use the vocabulary learning strategy, circle No. (5). On the contrary, if you never use it, circle No. (1), as follows:

- 1= Never (0%)
2= Seldom (30%)
3= Often (60%)
4= Normally (80%)
5= Always (100%)

1	2	3	4	5
Never				Always

1. Understanding / Discovery

A. Guessing:

1. I make guesses to understand the meaning of unfamiliar English words by looking at the context where they are embedded and the topic of the whole paragraph.

1 2 3 4 5

2. I look for any example provided in the context when guessing the meaning of a new word.

1 2 3 4 5

3. When guessing the meaning of a word, I try to find out the logical development of the paragraph where it is embedded (e.g. cause-effect, action-consequence, etc. usually signaled by connectors such as: "However, although, thus...).

1 2 3 4 5

4. I look for any word, expression, definition or paraphrase in the passage that supports my guess about the meaning of a word.

1 2 3 4 5

5. I check my guessed meaning in the context of occurrence to see if it fits in.

1 2 3 4 5

6. I try to find out the meaning of a new word by dividing it into chunks (prefix, root, suffix...) that I understand.

1 2 3 4 5

B. Analysing / Reasoning:

7. I derive hypothesis about the meaning of words by applying general rules that I already know.

1 2 3 4 5

8. I make use of my common sense and previous knowledge when trying to understand the meaning of new words.

1 2 3 4 5

9. I analyse certain elements (sounds, roots, prefixes...) by comparing them to Arabic words.

1 2 3 4 5

10. I understand the meaning of unfamiliar English words by translating them into Arabic language.

1 2 3 4 5

C. Dictionary:

11. Whenever I see an unfamiliar word, I look it up in a dictionary

1 2 3 4 5

12. When I want to confirm my guess about the meaning of a word, I look it up in a dictionary.

1 2 3 4 5

13. I only look up words that are crucial to the understanding of the sentence or paragraph in which they are embedded.

1 2 3 4 5

14. When looking up a word in the dictionary, I read the sample sentences illustrating all the senses of the word.

1 2 3 4 5

15. When I consult a dictionary, I pay attention not only to the meaning of the word, but also to other aspects of word knowledge, such as its Arabic equivalent, its pronunciation, its derivatives, frequent contexts of occurrence, etc.

1 2 3 4 5

16. I make use of English monolingual dictionaries.

1 2 3 4 5

D. Asking for help:

17. When facing an unfamiliar English word, I ask the teacher for an explanation or a translation in Arabic

1 2 3 4 5

18. When facing an unfamiliar English word, I ask the teacher for a sentence including the new word, so as to illustrate its meaning.

1 2 3 4 5

19. When facing an unfamiliar English word, I'd rather ask my classmates for its meaning.

1 2 3 4 5

20. When facing an unfamiliar English word, I discover its meaning through group work activities.

1 2 3 4 5

II. Storage into Memory

A. Rehearsal

21. When trying to memorize a word, I repeat it aloud to myself

1 2 3 4 5

22. When trying to memorize a word, I write it down several times. I memorize how it is spelt letter by letter.

1 2 3 4 5

B. Creating mental linkages

23. I group new English words together so as to remember them.

1 2 3 4 5

24. I group new English words and expressions related to the same topic (e.g. Computing: computer, monitor, software...), so as to remember them.

1 2 3 4 5

25. I group new English words and expressions related to the same everyday life situation (e.g. Bank: cash, cheque, open an account.), so as to remember them.

1 2 3 4 5

26. I remember a group of new words that share a similar part in spelling (happy, happily, unhappy, happiness).

1 2 3 4 5

27. I analyse word parts (prefixes, stems, suffixes) and memorize the most commonly used prefixes and suffixes.

1 2 3 4 5

28. I pay attention to the words that normally go with the word I am learning and try to remember them as if they were a fixed expression.

1 2 3 4 5

29. I try to create semantic networks in my mind and remember words in meaningful groups.

1 2 3 4 5

30. When I encounter a new word, I search in my memory to check if I have any synonyms and antonyms in my vocabulary stock.

1 2 3 4 5

31. I create a sentence in my own language, so as to link a new word to a known word.

1 2 3 4 5

32. When I try to remember a word, I remember the sentence in which the word is used.

1 2 3 4 5

33. I learn words better when I put them in contexts (e.g. phrases, sentences, stories...).

1 2 3 4 5

C. Applying images and sounds

34. I create a mental image or drawing of the new word to help me remember it.

1 2 3 4 5

35. I remember new English words or expressions by remembering their location on the page, on the board, etc.

1 2 3 4 5

36. I draw a “map” or diagram in which I represent the semantic relationship between a central word and the related ones by means of lines or arrows so as to remember them.

1 2 3 4 5

37. I remember a new English word by identifying a familiar word in my own language that sounds like the new English one that I am trying to remember. Then, I create a visual image of the new word and the native familiar one interacting.

1 2 3 4 5

38. I associate a new word with a known English word that sounds similar (e.g. family /familiar, goat/coat...).

1 2 3 4 5

39. I create rhymes to remember new English words, even if they do not make sense at all.

1 2 3 4 5

D. Review

40. I have reviews from time to time of new words I have memorized.

1 2 3 4 5

41. I test myself with word tests from time to time.

1 2 3 4 5

E. Employing action

42. I associate the word I am trying to remember to the physical sensation I was experimenting when I first met it (coldness, tiredness, joy...).

1 2 3 4 5

43. I physically act out the meaning of new English words, so as to remember them (e.g. I make the action of the verb I am studying).

1 2 3 4 5

F. Note taking

44. I make vocabulary lists of new words that I meet.

1 2 3 4 5

45. I write the new words on one side of a card and their explanations on the other side.

1 2 3 4 5

46. I take down notes in class of unfamiliar English terms, so as to remember them.

1 2 3 4 5

III. Vocabulary Retrieval

47. I make use of the already learnt words in English in situational sets, so as to retrieve them from memory (e.g. Bank: open an account, cheque, and cash...).

1 2 3 4 5

48. I make use of the already learnt words in English in semantic sets (synonyms, antonyms, word families...), so as to retrieve them from memory.

1 2 3 4 5

49. I make use of the words that usually surround the English term I have already memorized as a fixed expression, so as to retrieve it from memory.

1 2 3 4 5

IV. Vocabulary Use

50. I try to read and resort to English-language media (songs, movies, press...), so that I can make use of the words that I have already learnt.

1 2 3 4 5

51. I make up my own sentences in English using the words I have just learnt.

1 2 3 4 5

52. I try to use the newly learnt words as much as possible in speech and writing, either in real or in imaginary situations.

1 2 3 4 5

53. When I want to say something and I do not know the exact word, I make up a new English word (either totally new, a derived one or a compound one), so as to express myself overcoming my own vocabulary limitations.

1 2 3 4 5

V. Metacognitive Regulation

54. I know when a new word or phrase is essential for adequate comprehension of a passage.

1 2 3 4 5

55. When I come across a new word or expression, I know whether it is important for me to learn it or not.

1 2 3 4 5

56. I know which cues I should use in guessing the meaning of a particular word.

1 2 3 4 5

57. When I study English, I always reserve time to study vocabulary.

1 2 3 4 5

58. Besides textbooks, I look for other readings (books, newspapers, magazines...) of my interest.

1 2 3 4 5

59. I only learn the vocabulary that my English teacher tells me to learn.

1 2 3 4 5

60. I only focus on vocabulary that is directly related to examinations.

1 2 3 4 5

61. I use all means that I can to make clear words that I am not very sure of.

I do not like having doubts

1 2 3 4 5

Could please you mention any other strategy or technique that you use when trying to learn English vocabulary?

Thank you very much for your cooperation. If there is anything else you would like to mention, please do so below.

Vocabulary Learning Strategy Questionnaire (VLSQ)

Dear secondary students at Saudi School Malaysia (SSM),

The present questionnaire is part of a research thesis aimed at investigating the Vocabulary Learning Strategies (VLSs) of secondary students at SSM.

هذه المذكرة عبارة عن استبيان يهدف إلى التعرف على استراتيجيات تعلم المفردات لكل من (فيللغة
الإنجليزية، لذا أرجو أن تكون الإجابة واضحة لك لتعكس صوتك ونظرك في فهمي فية علم المفردات لئلا أكتفى أن أكون
الإجابات بعبارة على مبدأ مجاملة الباحث أو إعطاء إجابات نموذجية. كما تترك مساحتي لك سؤال الإضافة مثير غريب أو
تخميني، هي لمناقشة خدام ظمور الورقة إذا رغبتي إضافة المزيد من التخييل على أي سؤال، ولكن على ثقة تام قبل من تنتم إلى إشارة
إلى أسامع المشار إلي في الاستبيان فالنتيجة التي تتري عن رأيك بكل وضوح وصرحة، فلهذا الاستبيان يهدف إلى هبة إلى
طرح عدد من الاستراتيجيات التي تم في هذه المذكرة في تطوير أنفسكم بفرادات اللغة الإنجليزية.

شكرا ومقوا حسن تعاونكم معكم،،،

A. Background Information معلومات عامة

Please, answer these questions first, before you continue on to the following questionnaire. Circle one:

1. Name:) أنجياري (

2. Sex: Male () Female ()

3. Age:

4. Grade: المرحلة الدراسية

1st year secondary grade () أول ثانوي

2nd year secondary grade () ثانوي

3rd year secondary grade () ثلث ثانوي

5. Number of years you have studied English: (عدد السنوات التي درست فيها اللغة الإنجليزية)

(أكثر من 10 سنوات) (من 6 إلى 10 سنوات) (من 1 إلى 5 سنوات)

6. How do you rate your English proficiency? (كيف تقيّم مستوى إتقانك للغة الإنجليزية) () Very good ممتاز () Good جيد () Average متوسط () Poor أقل من المتوسط

B. Vocabulary Learning Strategies Questionnaire (VLSQ) (استراتيجية تعلم المفردات)

The questionnaire describes VLSs that you probably use to study vocabulary. Read each statement carefully and then circle the option that best suits you, according to the following scale: if you **always** use the learning strategy described circle No. (5). On the contrary, if you **never** use it, circle No. (1).

1= Never (0%)، 2= Seldom (30%)، 3= Often (60%)، 4= Normally (80%)، 5= Always (100%)

ضع دائرة حول الرقم (من 1 إلى 5) وفق الملتزم به.

1 2 3 4 5

Never

Always



1. أقوم بكتابة ملاحظات عن المفردات التي أراها في النصوص التي أقرأها.

5 4 3 2 1

2. أبحث عن الكلمات الجديدة في النصوص التي أقرأها.

5 4 3 2 1

3. عندما أقرأ نصًا، ألاحظ الكلمات الجديدة التي أراها في النصوص التي أقرأها.

5 4 3 2 1

4. أبحث عن الكلمات الجديدة في النصوص التي أقرأها.

5 4 3 2 1

5. ألاحظ الكلمات الجديدة في النصوص التي أقرأها.

5 4 3 2 1

6. ألاحظ الكلمات الجديدة في النصوص التي أقرأها.

5 4 3 2 1

7. أثبت فرضيات حول عنى المفردات بتبطيني قال قوا عدال عامه تالتي عرف ها.

5 4 3 2 1

8. تلغبيد منم علمات بيالابق تتلفيري، عن دم احوال أن فكمم عنى المفرداتال جيده.

5 4 3 2 1

9. احوال عاصر محدده بثل (الابق قال ال حقه، ال جذر (وذلك بضمق ارت ملجفرداتال لغه عريه.

5 4 3 2 1

10. أفهم عنى المفرداتال جيده عن طريق مترجمها إل لال لغه عريه.

5 4 3 2 1

11. عن دم أرى أي مفردة للعلمه (ال أضع ها، لظرا لي ها بملش في القاموس.

5 4 3 2 1

12. عن دم أريد أن أكادرنه تخميني حولم عنى المفردة ، لظرا ليها في القاموس.

5 4 3 2 1

13. بحث فقط عن المفرداتال ل فكم ال جمله ألق طعة بحتلكون المفرداتال جيده فكمض في في ها.

5 4 3 2 1

14. عن بحث أي لفهمي القاموس، قرأ أن مودلجل لالموضحة للعلم عنى العلم.

5 4 3 2 1

15. عن دم أسيتعين القاموس، أرلني لى فقط علم عنى المفردة ولكن ليأض اعلى ال جولاب ال خى لمدف المفردة، بثلما يس اي ها في لال لغه عريه زوطوطش تقيت ها.. إل خ.

5 4 3 2 1

16. تلغبيد منق واهيس أحيافل لغه (أجل عري لن بلجزي).

5 4 3 2 1

17. عن دم أواجف لمده الخرف ها، أس ال المعلم عنقوضي ح و شرح أوترجمه لهال لغه عريه.

5 4 3 2 1

18. عن دما أواج لفظ الـ غـرف هـ، أسأل المعلم عن الـ جـ لـ ما لـ تمض من لـ الـ لـ مـ قال مـ يـ دة، لك أـ يـ وضح مـ جـ ا هـ.

5 4 3 2 1

19. عن دما أواج لفظ الـ غـرف هـ، أسأل فـ الـ يـ عن مـ جـ ا هـ.

5 4 3 2 1

20. عن دما أواج لفظ الـ غـرف هـ، أـ شـ فـ مـ جـ ا هـ من خـ الـ الـ شـ طـ قال جـ مـ ا عـ يـ لـ لـ شـ طـ جـ مـ ا عـ يـ مـ الـ زـ مـ ا هـ.)

5 4 3 2 1

21. عن دما أـ حـ اول أـ لـ حـ ظـ الـ لـ مـ، أـ كـ رـ مـ بـ صـ و نـ و نـ فـ مـ جـ نـ فـ سـ يـ.

5 4 3 2 1

22. عن دما أـ حـ اول أـ لـ حـ ظـ الـ لـ مـ، أـ قـ بـ هـ عـ دة مـ رـ ا تـ، أـ خـ ظـ لـ يـ فـ و طـ يـ قة إـ مـ ا هـ حـ فـ بـ حـ رـ فـ.

5 4 3 2 1

23. أـ خـ الـ لـ مـ ا تـ الـ جـ يـ دة مـ عـ بـ عـ ضـ حـ تـ يـ سـ لـ لـ يـ تـ كـ رـ هـ.

5 4 3 2 1

24. أـ خـ الـ لـ مـ ا تـ و لـ تـ عـ يـ رـ ا تـ الـ جـ يـ دة الـ تـ مـ صـ لـ يـ قـ فـ سـ الـ مـ و ضـ و عـ بـ عـ ضـ حـ تـ يـ Sـ لـ Lـ يـ تـ Kـ Rـ هـ، نـ خـ لـ لـ مـ ا هـ الـ حـ صـ رـ ا هـ: لـ بـ يـ و تـ رـ شـ ا شـ مـ Bـ Rـ a Mـ Jـ.

5 4 3 2 1

25. أـ جـ عـ لـ الـ فـ رـ دـ ا تـ و لـ Tـ Eـ xـ tـ R— a T— i— o— n— الـ جـ يـ دة الـ تـ مـ صـ لـ يـ قـ فـ Sـ الـ حـ و الـ لـ يـ و يـ هـ i— e الـ مـ يـ T— i— o— n— فـ رـ عـ Bـ عـ ضـ نـ خـ Lـ الـ M— i— n— K— : كـ ا شـ شـ يـ لـ F— e— n— c— e حـ S— a B—.

5 4 3 2 1

26. أـ Tـ Kـ R— مـ جـ مـ و عة من الـ F— e— r— d— a— t— i— t— i— o— n— الـ T— i— o— n— F— i— n— S— a— l— جـ و فـ i— I— m— a— h— e— N— X—.

5 4 3 2 1

27. أـ حـ L— أـ جـ زـ a— l— l— e— m—، نـ X— l— l— i— c— i— t— e— w— a— l— الـ H— e— أو جـ ذـ r— a— l— l— e— m— أـ و حـ F— a— h— e— أـ M— a— s— و L— i— q— لـ و a— c— a— l— l— e— x— t— r— a— i— t— X— d— m—.

5 4 3 2 1

28. أـ R— a— z— e— l— الـ F— e— r— d— a— t— i— t— i— o— n— عـ a— n— t— e— x— t— e— l— l— e— m— a— l— t— i— y— e— m— h— a—، و أـ J— a— l— T— K— R— هـ مـ يـ شـ T— K— o— n— T— e— x— t— i— r— S— h— e— l— t—.

5 4 3 2 1

29. أحاول أن أكتب في عقلني أوتباطات الالية، أوتفكر المفردات في مجموع انتقيدية.

1 2 3 4 5

30. عندما أواجه مشكلة جديدة، أبحث في ذاكرتي أرى إذا كان لدي مرئيات وتمضادات فيزيولوجي لكل مات.

1 2 3 4 5

31. أكون ملة فليغتي، حتى أبط المفردات جي في ليل غة الانجاي زيف المفردات مرفوة في ليل غة عوي.

1 2 3 4 5

32. عندما أحاول أن أكتب الكلمة، أكتبها جملًا في الكلمة.

1 2 3 4 5

33. أكتب المفردات بشتك أفضل عندما أضع في سرياق النص سواء كان النص عبارة عن جمل أو عبارات. الخ.

1 2 3 4 5

34. أكتب المفردات في كلمة جديدة، أكون صورة ذوية أوسمة لها.

1 2 3 4 5

35. أكتب المفردات والتعيرات الجديدة عن طريق التفكير في فليط فحة مثال وأعلى بل بور في الفصل.

1 2 3 4 5

36. رأسم خريطة أو شلث، حيث أضع عرض الالفة والالفة في المفردات في سري والمفردات المتصلة عن طريق رسم خطوط أو أسهم، ليس بحدني على التفكير ها.

1 2 3 4 5

37. أكتب المفردات في جديدة عن طريق تحدي بكل مضمادة لها في تحت يالتي يتبدو كل المفردات في زيا لتي أحاول أن أكتبها مشبع ذلك أكون صورة موفية للمفردات جي في دفع الالفة المصرفة المشابهة.

1 2 3 4 5

38. أبط المفردات الجديدة مع كل مة مثلية لها في طرق جعل الالفة المتتالية.

1 2 3 4 5

39. أكون وافي (أكون فني) في الالفة وسجج أكتب المفردات الجديدة حتى ولو لجئ ل لم عن الالفة.

1 2 3 4 5

40. أكون بالمرجة من قات أأخذ المفردات جي في لتي أأخذها.

1 2 3 4 5

41. أعبسني بامت حازل المفردات من قوت آل خر.

5 4 3 2 1

42. أبطل الكلمة التي أحاول أن أتفكر، طبشنيء محسوس وممثل للبرد لئلا سعادتك عب.. إلخ.

5 4 3 2 1

43. لكي أتفكر الكلمة، أقوم بممارسة عن الكلمة قال جيدة حسني، نخل كل مهي جري.

5 4 3 2 1

44. أقوم بملق أيء المفردات لاجيدة التي قبال ها.

5 4 3 2 1

45. أكتب المفردات لاجيدة على أحد جولب للبطقة، وشرح أعلى الجزء آل خر من البطقة.

5 4 3 2 1

46. أخذ مالمظا في الفصل على المصطلحات الغير معرفة حتى ييس هلت فكر ها.

5 4 3 2 1

47. ليقيد من المفردات التي أعف ها ميقلي مجموعا مكلفي، لكي ييس اعني لقي لتعك ها ولتراجع ها من الذكرة، نخل القامة بنك.

5 4 3 2 1

48. ليقيد من المفردات التي أعف ها ميقلي مجموعا دالهي، نخل الهمزات والتمضادات لكي ييس هل علي أستعك ها من الذكرة.

5 4 3 2 1

49. ليقيد من المفردات التي ترتبط عا دق مصطلح لاجعني سبق أن حفظه لقصي رتيلت حتى ييس هل علي أستعك ها من الذكرة.

5 4 3 2 1

50. أحاول أن أقرأ أليج إلى وسائل الإعلام التي تملغ لليل لغة إلن ليجزية، نخل المجلات، الجرائد والفاز.. إلخ ذلك أغنيي من المفردات التي سبق لني عمل بها.

5 4 3 2 1

51. يكون جمل مرفوس بيال لغة الـ جاي زية سمت خدم الفسردات التي تعلقها حيثاً.

5 4 3 2 1

52. أحاول أن ألتزم بخدم الفعديات لاجيئة التي يتوهم ما مؤخر أفي الكالم والفتيلة، سواء أكان في أوضاع **خفيفة** أو **ثقيلة**.

5 4 3 2 1

53. عن دهلجيد قول شيعاء ما وال أعلم الكلد مال فيلبه، فكون الظلمة ليل الجحيرة جيدة لهم واء أكملت اللطيمة جيدة أو مثبقة أو مربية.. لاخ) حتى أصر عن نفسي بتفصيلاً على التي لم يمتد إلى لام حدوده.

5 4 3 2 1

54. أَلَمْ يَكُنْ لَكُمْ آيَاتُ أَنْتُمْ قُلْتُمْ أَنَّكُمْ تَعْلَمُونَ ﴿٥٤﴾

5 4 3 2 1

55. عندما أواجه مشكلة أتعير جيّد، أعلم إذا كنت مهمة لي ألتعلّمها أوال.

5 4 3 2 1

56 أعلم ماهي النماذج التي ينبغي أنسات خطهي تخمين المعلن على الكل مدة لحددة.

5 **4** **3** **2** **1**

57. عندما أدرس اللغة الإنجليزية، أخصص وقتاً لدراسة علم الفلك.

5 4 3 2 1

58 إلى جبل القتب الدراسية، بلح بل طال ع في ما أرغفه من القرعة في القتب ولم جال توال جرى... إلخ.

5 4 3 2 1

9. أثبت معلومت أن كل ماثلتي بيضون في الم علم أن علم هـ.

5 4 3 2 1

60. أَرْزُقْ طَعْلِي الْكَلِمَاتِ التَّمْصِلِ بِمَشْكِلِ بِمِشْرِ الْإِلْتِقَاءِ.

5 4 3 2 1

61. أستاذ خدم جميع العائلات التي في خالدها استطيع أن أجعل الأفراد واضحة، خصوص التي ليست متأكدا في ما يجب أن يفعلون لدي أي تردد أو شك.

5 4 3 2 1

وأخيرا، إذا كان لديك أي ملاحظات أو اقتراحات أو طلبات لخدمات الترجمة فليكتبها في المكان
المناسب.

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* شكرا مقدرا لحسن تعاونكم وتجاوبكم



Appendix F

Classroom Observation Guideline

Instructor:

Course:

Date:

No. of students enrolled:

Level:

Time class begins:
ends:

Time class

Objective of the class:

The following elements of classroom aspects will be observed, described and analysed to understand the use of vocabulary learning strategies practiced by secondary students at Saudi School Malaysia.

Elements	Dimension	Dimension Description
Classroom physical setting	Environment	
	Context	
Participants	Resources	
	Who is present?	
	Who is absent	
Activities and interaction	What are their characteristics?	
	What is about?	
	What is going on?	
	How is interaction taking place?	
	How are people and activities connected?	
	How long did it last?	
	Is it one-way or two-way interaction?	
Subtle factors	Informal & unplanned activities	
	Non-verbal communication	
	What did not happen	
	What should have taken place	
Observer's own comments	What is going on?	

(Adapted from Merriam, 1998). Merriam, S.B. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass.

Appendix G

Classroom Observation Notes

Instructor: Teacher Ibrahim

Course: Vocabulary & Grammar

Date: 23/3/2016 (Wednesday)

No. of students enrolled: 21 Students

Level: Three (Secondary-Students- grade-3)

Time class begins: 11:20 a.m.

Time class ends:

12:05 p.m.

Objective of the class: Students should elicit the main idea of the lesson and think critically.

The following elements of classroom aspects will be observed, described and analysed to understand the use of vocabulary learning strategies practiced by secondary students at Saudi School Malaysia.

1- Classroom physical setting

- a. **Environment:** A quite big and well-lit classroom with four big class windows. In the front of the class, just by the door is the teacher's table and behind it is a white board which was fixed on the wall. Also, on the left side of the board, there's a T.V. which was fixed on the wall and on the teacher's table, there's a computer and a projector were connected together. In other words, to the connect computer to the T.V. or to the projector in order to display what's being shown. The classroom chairs were organized in two sets of rows, on the right and left of the classroom. 10 students were sitting on the right side of the class and 11 students on the left side. Apart from that, the physical environment in which students were learning could be just as important as the educational material itself. The air conditioning in the class is good since there are two air conditioners in one-classroom. They are quite big and the class is moderate and not so cool.

- b. Context:** Secondary students (grade-3) were studying vocabulary as a part from their English textbooks; there are two textbooks; student's book and workbook for secondary students at Saudi School Malaysia. I arrived to the school early morning (7:30 a.m.) to meet students and their teacher and took long time with them before the classroom observation started. I went to the class with the teacher when the class started at 11:20 a.m. and ended at 12:05 p.m. in which 19 students were in the classroom and 2 students were absent.
- c. Resources:** Textbooks, board, T.V. computer and data show projector. The teacher seemed to play the role of a facilitator.

2- Participants

a. Who is present?

- 19 students, the teacher and researcher.

b. Who is absent?

- 2 students were absent. The teacher knows in every class who is absent by the school management since he receives the students' list from the registrar daily.

c. What are their characteristics?

A lot of students in the class were very active (11-students). Some of them were moderate (4-students). Some were weak (4-students) and a few of them were chatting while others were working on the activities. Teacher praised students who answered the questions and encouraged others to try by calling their names. The teacher asked students to pay attention for the new vocabulary they just have learnt such as asking students to use the new words in different contexts. This revealed teacher's experience of the importance of vocabulary teaching.

3. Activities and interaction

a. What is about?

A Student's book is divided into 4-modules and each module contains two-units. Each unit deals with all language skills such as reading, listening, speaking, writing as well as grammar and vocabulary. The lesson was about vocabulary & grammar; module 3-unit 6 in which the content for unit was about '*Work & Money*'. The teacher asked students to complete the sentences using the correct form of the words in the boxes. He asked them to use the new-words in different contexts and help them to speak freely using the new words they just have learnt. The teacher also tried to connect between previous and current lessons in terms of vocabulary learning. In other words, this shows teacher's awareness about helping students in remembering and memorizing new vocabulary through all different language skills at the same unit.

b. What is going on?

Teacher started class by saying "*Assalamalaikaum*" and welcomed the students in the class. Then he started a lesson by turning on 'data show projector'. The lesson was about vocabulary and grammar of Module-3-unit-6 '*Work& Money*'. The teacher has presented a well-planned lesson that by doing some effective steps as follows:

- 1- He drew students' attention to some exercises about the lesson in students' textbooks taking them step by step to deal with and answer the questions about it.
- 2- In the class, students were divided into 4-groups (4-5 students in each group), so the teacher asked each group to take a part of the question and gave 5-mintues for all groups to answer the questions.
- 3- Teacher asked some questions which were not available in the textbooks, but developed during the preparation for the lesson. This helped students to guess the meaning for the new-words and activated them to use the vocabulary in different contexts also.

- 4- Teacher's engorgement for each group to work together. He asked them to express freely using the new vocabulary they just have learnt. No matter if students' answers were correct or not; just they need to speak up and saying what they could express. At the same time, teacher played the role of a facilitator and praised students. In other words, teacher's motivation for students and variation in classroom activities as well as the management of class time were notable aspects in the classroom.
- 5- When the teacher gives the students 5-minutes to answer and "*compete the sentences using the new words in boxes*", he at the moment walks in the classroom checking all groups and to be near them if any group needs more explanation or assistance.
- 6- The teacher always informs all students when anyone likes to participate by saying that "*please...speak upraise your voice*" to make sure that all students in the class could hear the participation for their colleagues.
- 7- Some students (3-4 students) were not working with their groups in doing the activities and the teacher didn't comment on that for those who didn't engage in the group-work activities.
- 8- Lastly, the teacher praises all groups for their good responses and answers and modifying the inappropriate ones.

C. How is interaction taking place?

- The teacher presented the lesson.
- He asked, commented, shared on students' answers and participation.
- Students discussed with each other and then answered the questions.
- Students asked the teacher for more clarification on some of the point.
- Teacher focuses basically on vocabulary leaning strategies (VLSs) 'guessing strategies' in order to help students overcome vocabulary learning difficulties (i.e. students tried to guess the meaning of unknown words in the lesson based on the context. Students also tried to match the words highlighted in the text with their meanings). In other words, students have to look at the

words highlighted in the text and guess their meaning (i.e. choose a, b, c, or d).

D. How people and activities are connected?

- There are two-types of activities in the classroom; individual and group-work activities.
- The teacher several times went around class to make sure that all students were working on the exercises and activities of the lesson, but there were few of them (3-4 students) especially in group work activities didn't work and sometimes looked sleepy.
- Teacher mostly tried to encourage students to engage in class-activities and helped them to think deeply by taking them from one level of understanding to a deeper level such as asking some questions that stimulated their thinking. Briefly, this indicated teacher's awareness in how to assist students in the class to comprehend the lesson very well.

E. How long did it last?

11:20 a.m. to 12:05 p.m. (45-minutes per-class).

F. Is it one-way or two-way interaction?

- Almost two-way interaction.
- Teacher facilitated students' learning vocabulary by practicing one of the affective vocabulary learning strategies (guessing strategies). In other words, this revealed teacher's experience of vocabulary teaching for the secondary students at Saudi School Malaysia.

4. Subtle factors

A. Informal and unplanned activities

- Asking students to do some exercises in their textbooks after he (the teacher) had asked them to get ready for a reading task.

B. Non-verbal communication

- Sleeping; few students (2-3 students) looked sleepy either they were tired or sick.

C. What did not happen?

- Teacher didn't comment on those students who didn't work in group-activities.
- Letters in data show projector were not clear especially for those who sat in the back.

D. What should have taken place?

- Teacher should have considered 'classroom management' to help all students sharing their colleagues in 'group-work activities'.
- Teacher should use board to explain some points in vocabulary learning such as '*word combinations*'. In other words, displaying the lesson just on data show projector is not enough for students to catch the points very clearly. Apart from that, students also should use the board particularly for the new words they just have been learnt because one the effective VLSs is 'Doing spoken and written repletion'.

5. Observer's own comments

A. What is going on?

- During the whole class time, teacher was seen working actively to facilitate students' vocabulary learning and helping them to comprehend the lesson very well (i.e. words with multiple meanings and word combinations).
- The teacher set a good introduction to assist students get into the lesson smoothly and motivated them to interact with him by encouraging them to participate, praising their trials to answer his questions, and friendly correcting their inappropriate ones.
- Not all students were seen participating in classroom discussions; however, teacher encouraged passive students to participate. Yet the teacher didn't

comment on group work activities which didn't seem to be very active as some students were seen working individually.

- The relationship between teacher and students in classroom looked to be friendly; teacher walked in the class to be a close with them.
- Teacher's voice is clearly and loudly, so all students in the class, especially those who sit in the back, could hear the lesson very-well.
- Lastly, during teacher's discussion with students and explanation the lesson, he used several times some praise and encouragement phrases to appreciate and motivate students such as "*Great.... Excellent.... Very Good.... Thank you*".



VOCABULARY

A. Complete the sentences with the correct form of the words/phrases in the box. There are three extra words/phrases which you do not need to use.

persuade replace announcement conscious in combination with specialities
volunteer definitely vending machine in reply to suggestion proposal extend

1. Fortunately, people are becoming more and more health Conscious.
2. Abbar is a(n) Volunteer on our project to clean the beach.
3. Keith persuaded Paul to come with us tonight.
4. Last night we tasted some of the local specialities. They were delicious.
5. We need to replace our old furniture with something more modern.
6. Any suggestions as to how I can lose a few kilos?
7. The vending machine in our school canteen doesn't work.
8. The headmaster's proposal to build a new football pitch was approved by the Mayor.
9. I am writing in reply to your last letter.
10. May I have your attention, please? I have an important announcement to make.

EXAMINATION PRACTICE

B. Read the text and complete the gaps with the correct form of the words in capitals.

A New Way to View Masterpieces

In the future, the way we see art may well change (1) Considerably due to a number of factors. There has been a lot of (2) discussion concerning how to increase the numbers of people who can view a world class work of art. Generally, this means the painting or sculpture has to travel and be exhibited. However, apart from the fact that this is extremely (3) inconvenient, it has been proven that it is also very (4) harmful to keep moving paintings around. For example, curators at the Reina Sofia Museum in Madrid have recently made an (5) announcement that Picasso's anti-war masterpiece, 'Guernica', has been damaged, probably as a result of being transported to exhibitions all over the world. There is a great (6) necessity for something to be done before irreparable damage is done to these masterpieces. But what can be done? On the one hand, there is a strong (7) argument for banning all this travelling and waiting until better art conservation techniques have been developed. On the other hand, there is the hope that the (8) explosion in computer technology, particularly in virtual (9) reality, can be the answer. Perhaps a (10) combination of the two is the way we will experience great art in the future.

CONSIDERABLE

DISCUSS

CONVENIENT

HARM

ANNOUNCE

NECESSARY

ARGUE

EXPLODE

REAL

COMBINE

Unit 6 → Student's Book pp. 70-71

VOCABULARY

A. Complete the text with the correct word/phrase. There are two extra words/phrases which you do not need to use.

extinction	solar	futuristic	species	global warming
accessible	aware of	power	fossil fuels	alternative

We must all become (1) aware of the fact that (2) global warming is no longer just a myth, but a real threat to our lives. Sea levels are rising and threatening to flood coastal areas. Heatwaves are becoming more and more frequent and intense. Droughts and wildfires are also occurring more often and pushing many (3) species of animals to (4) extinction. We need to find (5) alternative sources of energy like (6) solar energy or hydroelectric (7) power, which can be (8) accessible to everyone if we are to do anything about this situation.

B. Circle the correct answer.

- If you want a room at our hotel, you must book a month in advance / ahead.
- Alan, drive carefully, because the road is renewable / slippery.
- I'm afraid your advertisement for the mobile phone is eye opening / misleading.
- In our neighbourhood there are plenty of sports facilities / guidelines.
- You don't need to bring any sheets or pillowcases as all linen / straw is provided by the hotel.
- Attendance / Admission to the lecture is free for all the students of the college.

C. Match the words with their definitions. Then use the correct form of the words to complete the sentences.

- | | | |
|--------------|----------|--|
| 1. currently | <u>f</u> | a. related to a city/town |
| 2. disabled | <u>c</u> | b. a person living in a place |
| 3. generate | <u>d</u> | c. give money to charities |
| 4. charge | <u>a</u> | d. cause to exist, produce |
| 5. urban | <u>g</u> | e. somebody who cannot use part of their body due to permanent illness or injury |
| 6. donate | <u>c</u> | f. now, at this period of time |
| 7. resident | <u>b</u> | g. an amount of money you have to pay |

- Donating unwanted clothes to a charity is far better than throwing them away.
- Happy residents are celebrating the opening of a bicycle path through the neighbourhood.
- The summer sales are currently on in all high street shops.
- This parking space is reserved for the disabled.
- He is a great author and always generates a lot of interest when he brings out a new book.
- What's the charge for an extra night at the hotel?
- The local council has announced plans to add green spaces and water fountains to all urban areas.

VOCABULARY

A. Complete the sentences with the words/phrases in the box. There is one extra word/phrase which you do not need to use.

take advantage of ~~profit~~ spread
appealing ingredients ~~endangered species~~

- Are foxes a(n) endangered species?
- Did you make much of a profit when you sold your house?
- What are the usual ingredients of a chef's salad?
- My cousins have redecorated their home in very appealing pastel colours.
- Spread some marmalade on your bread; it's delicious.

C. Circle the correct answer.

- My cousins won't return; they've moved to Australia for a while / good.
- All online course registrations must be completed without delay / doubt.
- Can we try the fish and chips at Doug's Restaurant tonight for a change / while?
- The terrorists stormed the building without fail / warning.
- I lived in Bangkok for a while / sure in the late 90s.
- Without doubt / fail, he is our country's greatest inventor.
- I'll be at your house for good / sure by 9:30.
- In the event of a fire in the factory, safety instructions must be followed without fail / doubt.
- The new training programme applies to all members of the team without exception / doubt.

GRAMMAR

D. Choose the correct answer a, b, c or d.

- George phoned to say that he _____ be late as there's been an accident on the motorway.
a. might not b. can c. might d. must not
- You _____ believe this, but I once met the Prime Minister.
a. might b. could not c. might not d. could
- Household chores _____ be very tiring. My mum is always complaining of backache.
a. will b. can't c. must d. could
- You _____ be tired. You've been relaxing all day.
a. must b. could c. might not d. can't
- You needn't worry about anything. The report _____ be ready today, sir.
a. will b. can't c. may d. won't
- Murad _____ be at the doctor's office. He mentioned that he had made an appointment to see him.
a. must b. can't c. will d. could

B. Complete the sentences with the correct form of the phrasal verbs in the box. There is an extra one which you do not need to use.

keep off keep on keep to
~~keep back~~ keep down

- Spectators must keep off the pitch at all times.
- Neither of them is telling us the truth. They are keeping something back.
- If you keep on shouting, you will be sent out of the classroom.
- If you keep to the sign-posted path, there is no danger of getting lost.

E. Rewrite the sentences below using the modal verbs in the box.

~~might~~ might not ~~can't~~ must will ~~won't~~

- There is the possibility of another snowstorm tonight.
There might be another snowstorm tonight.
- As it's nearly midnight and Lesley isn't answering her phone, I expect she's sleeping.
Lesley must be sleeping, she isn't answering her phone.
- There is a car in the drive but Abdul doesn't drive.
That car can't be Abdul's, he doesn't drive.
- Eric isn't coming unless the weather cools down.
Unless the weather cools down, Eric can't come.
- You can trust Ron to find out the time of the last train home.
Ron will find out the time of the last train home.
- I'm not sure if those are Toby's boots as he doesn't play football as much as he used to.
Those boots might not be Toby's as he doesn't play football as much as he used to.

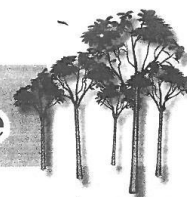
D. Choose the correct answer a, b or c.

1. Unless you _____ your brother with you, you can't go out.
☒ a. take b. took c. will take
2. If Fadi _____ a lot of money, he would spend most of it on travelling.
☒ a. wins b. won c. will win
3. If you visit the Louvre in Paris, _____ me a poster.
☒ a. buy b. bought c. will buy
4. If Jason could do that alone, he _____ for your help.
a. doesn't ask ☒ b. wouldn't ask c. won't ask
5. If I were the manager, I _____ the rules.
a. change ☒ b. would change c. will change
6. If you _____ in a hurry, let's have lunch.
☒ a. aren't b. wasn't c. won't be

EXAMINATION PRACTICE

E. Read the text below and complete the gaps. Use only one word in each gap.

Hope for a GREENER Future



Environmental activists have welcomed scientific research which may soon make it possible to use windows as a source of solar (1) power. This will involve applying a see-through chemical liquid (2) on the surface of glass to capture light from the sun's rays. (3) Many scientists can actually succeed (4) in developing this technique, it will indeed be a major breakthrough, which will (5) make a huge difference in our lives.

A similar technique was developed in the 1970s (6) but it was abandoned as it didn't prove to be very efficient. A team of researchers from the Massachusetts Institute of Technology (MIT) who specialise (7) in developing renewable sources of energy (8) made a lot of research into what (9) was wrong and (10) had made important changes to the technology since then. As a result, scientists are now confident that much more green energy will be available for everyday use. It seems that the Earth cannot be saved (11) if a lot more money is spent (12) in similar schemes around the world.

VOCABULARY

A. Choose the correct preposition to complete the sentences.

- My brother studied Business Administration but he specialised _____ Accounting.
a. on **b. in** c. to d. with
- Keep studying and you'll succeed _____ getting your degree.
a. with b. on **c. in** d. to
- Every month Natalie spends a lot of money _____ clothes.
a. to b. in c. with **d. on**
- I can't comment _____ Paul's unacceptable behaviour.
a. on b. in c. to d. with
- Timothy, concentrate _____ your test please.
a. to b. in c. with **d. on**
- Jeremy insisted _____ Khalid coming along to the match, but he refused.
a. with b. to c. in **d. on**
- Children depend _____ their parents for love and support.
d. on b. with c. to d. in
- Peter's hard work contributed _____ his success.
a. on b. in c. with **d. to**

B. Circle the correct answer.

- The local authorities are going to revise / restore the old Town Hall.
- Mary's power / field is History of Art.
- The ice at the poles / layers is gradually melting.
- There was such a friendly atmosphere / nature in our meeting!
- We should all try hard to recount / reduce the amount of exhaust fumes produced by cars.
- Which places do you recommend / resolve I visit here?

GRAMMAR

C. Put the verbs in brackets in the correct tense.

- If you turn this switch, the lights go (go) out.
- If Gafar were (be) here, he would be very angry.
- When you want to make an appointment with the doctor, give (give) him a call.
- If you don't hurry (not hurry), we might miss the train.
- Eric won't pass the exam unless he studies (study) more.
- If I were you, I wouldn't talk (not talk) to him like that.

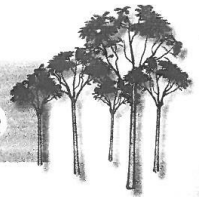
D. Choose the correct answer a, b or c.

1. Unless you _____ your brother with you, you can't go out.
☒ a. take b. took c. will take
2. If Fadi _____ a lot of money, he would spend most of it on travelling.
a. wins ☒ b. won c. will win
3. If you visit the Louvre in Paris, _____ me a poster.
☒ a. buy b. bought c. will buy
4. If Jason could do that alone, he _____ for your help.
a. doesn't ask ☒ b. wouldn't ask c. won't ask
5. If I were the manager, I _____ the rules.
a. change ☒ b. would change c. will change
6. If you _____ in a hurry, let's have lunch.
☒ a. aren't b. wasn't c. won't be

EXAMINATION PRACTICE

E. Read the text below and complete the gaps. Use only one word in each gap.

Hope for a GREENER Future



Environmental activists have welcomed scientific research which may soon make it possible to use windows as a source of solar (1) energy/power. This will involve applying a see-through chemical liquid (2) on the surface of glass to capture light from the sun's rays. (3) If scientists can actually succeed (4) in developing this technique, it will indeed be a major breakthrough, which will (5) make a huge difference in our lives.

A similar technique was developed in the 1970s (6) but it was abandoned as it didn't prove to be very efficient. A team of researchers from the Massachusetts Institute of Technology (MIT) who specialise (7) in developing renewable sources of energy (8) did a lot of research into what (9) went wrong and (10) have/has made important changes to the technology since then. As a result, scientists are now confident that much more green energy will be available for everyday use. It seems that the Earth cannot be saved (11) unless a lot more money is spent (12) on similar schemes around the world.

Appendix H

Interview Sample Questions: (Students)

Research Title: Vocabulary Learning Strategies Employed by Secondary Students at Saudi School Malaysia

1. How many hours a week do you study English at Saudi School Malaysia? Do you think it is enough? Why?
2. What do you think about learning English? Why?
3. How do you see the relation between learning English and studying at Saudi School Malaysia? Why?
4. What do think about learning vocabulary? Why?
5. What could be the aspect that helps you to learn and expand your vocabulary?
6. When you encounter a new English word for the first time, what do you do in order to learn the meaning of that word? Why?
7. When you encounter a new English word for the first time, do you guess the word? Why or why not?
8. Do you think that the parts of speech/parts of the sentence and the grammatical features of the new word assist you to guess its meaning? Why or why not?
9. As a student, do you make use of the pictures that come with the vocabulary lessons in your textbooks to guess the meaning of the new vocabulary in those lessons? Why or why not?
10. Do you think that knowing the roots, prefixes and suffixes can help you to guess the meaning of many words? Why or why not?
11. Do you prefer using a dictionary to get the form of a new word? Why or why not?
12. Do you do spoken/written repetition to practice the pronunciation and spelling of the new word? Why?

13. Do you prefer using an English-English dictionary to get the meaning of a new word? Why or why not?
14. From your opinion, what are the benefits you get when use English-English dictionaries?
15. If you use a monolingual dictionary, do you make use of the icons and pictures in that dictionary to learn the meaning of the new word?
16. How do you consolidate the form (spelling, pronunciation...etc.) and meaning of a new English word in your memory?
17. Do you make use of 'grouping words strategy' to consolidate the form and meaning of the new word in your memory?
18. Some students believe that 'imaging or drawing' the meaning of the new word is a helpful way to consolidate the meaning in their memories, do you agree? Why or why not?
19. Do you apply verbal/written repetition? Why or why not?
20. How do you use the new vocabulary?
21. What do you think about connecting the new words to already known words by using them in chunks and collocations? Why or why not?

This is the end of the interview. Thank you so much for participation.

Appendix I

Interview Sample Transcription: (Student)

Date: 20/4/2016

Time: 11a.m.

Duration: 45 mins.

Venue: Saudi School Malaysia (SSM), Kuala Lumpur

I: Assalamualaikum brother Ahmad...how are you and hope you are doing well?

S: Wa'alaikum assalam teacher Ayman...aa...Alhamdulillah I'm fine.

I: OK...brother...I'm a PhD student at University Utara Malaysia (UUM)...aa...and I'm trying in my thesis...um...I mean the study to investigate the strategies of vocabulary learning you probably use to learn the new vocabulary...um...so there are several interview questions deal with this issue...aa...simply...aa...I need to share your views, opinions and experience in terms of vocabulary learning...aa... because later...um...this will help me so much to draw such guidelines for particular strategies in learning new vocabulary among foreign language learners...aa...I mean especially in this unique context at Saudi school Malaysia.

S: OK...teacher Ayman...of course.

I: At the beginning...aa...may I know how many hours a week do you study English at Saudi School Malaysia?

S: Aaa...4 hours per a week.

I: Do you think it is enough? Why?

S: Um....yeah...it is enough...um...because language is easy and it is ok 4 hours per a week.

I: So brother, what do you think about learning English? Why?

S: Of course!!! English is really important because it is considered as a global language...aa...because we need to use English in many situations and places around the world.

I: Ok....brother...aa...what do you think about learning English exactly here...um...I mean at Saudi School Malaysia?

S: Yeah...here is very very important...aa...because people here speak and understand English...um...so it is considered as a means of communication and interaction with people here.

I: Ok...good brother...aa...what do you think about vocabulary learning? Why?

S: Of course!!! learning vocabulary is so important...um...I mean...aa...it is not good for you to repeat the same words in every time...um...I mean if you are in a meeting or dealing with others...aa...because this will embarrass you especially in the future when you speak in front of a group of people...aa...because you will repeat the same words again and again because you have limited words.

I: Do you agree that all basic language skills (e.g. listening, speaking, reading and writing) depend strongly on your level of vocabulary learning?

S: Yeah...you are right...aa...I mean...when you like to listen to a new word and you don't know its meaning...aa...so how can will be able to understand the conversation or how to speak if your vocabs are limited.

I: Nice...brother...aa...in terms of learning new vocabulary...um...what could be the aspect that helps you to expand your level of vocabulary learning?

S: Um...actually...aa...I think the environment...um...I mean the place around you where people speak English...aa...because the environment will push you to develop your English...aa...so you can learn more new words and so on...um...but if you stay or study at Saudi Arabia...aa...I mean in a place where people speak Arabic...um...so you will not be interested more to expand your vocabs because there is no much need for learning new words...aa...because you can go anywhere and buy and talk with people in Arabic...aa...so you don't need to use English for that.

I: Ok...good...aa...when you encounter a new English word for the first time, what do you do in order to learn the meaning of that word? Why?

S: Um...for me...aa...I'd like to use the new words in my conversation and talking with others...um...in order to help me to remember them from time to time...aa...but if I don't know the meaning of the word which I face...um...normally...aa...I ask someone about its meaning or check google for its meaning.

I: OK...brother... do you apply the strategy of guessing when you face a new word? Why?

S: Yeah...aa...you are right...um...I always use this way...um...I mean to guess the meaning of the new words based on the context or the sentence...aa...I mean...aa...I try to understand the part of the sentence...um...this actually helps me a lot to guess the meaning.

I: So...can we say that guessing strategies are helpful in understanding the meaning of new words.

S: Yes...right...aa...it is really good...um...it helps me a lot to understand the words which I face quickly...umm...I mean based on the context or the sentence itself...um...I try to guess the meaning and then use the word also.

I: Yeah brother...what do you mean by the parts of the sentence? Do they help you to guess the meaning of the new words?

S: Yeah...um...I mean to know if the word is a verb or noun or an adjective based on its part of the sentence.

I: Ok brother... I will give you an example and then...aa...I'd like to answer that...ok.

S: OK.

I: John will..... an apple. John ate an apple ly. Brother can you guess the missing words in both two sentences?

S: Yes...right...because from the sentence...aa...I can guess the missing word...aa...I mean based on its part of the sentence...um...as a verb or an adjective...um...I think...aa.. it depends on the sentence itself but if the context is difficult...aa...it will be difficult..

I: Aha...what do you mean brother by if the context is difficult?

S: Um...I mean sometimes I face some difficult sentences...aa...so it is difficult to guess the meaning of the new words unless there are some clauses or phrases that I know their meanings before...um...so it will help me so much to guess the meaning and understand the sentence generally.

I: Ok...brother what about if you know some grammatical features...aa...I mean if you know some plural and singular forms, punctuations and question marks....um...do you think that they can help you to guess the meaning of unknown words in a text?

S: Yeah...of course!!!...aa...they will help a lot.

I: Ok...I will give you a sentence and I'd like to tell me the meaning of the word 'nicotine' based on the sentence.

S: Ok.

I: Nicotine, a colorless and oily drug in tobacco, stains the teeth of chain smokers....ok...so what is the meaning of the word nicotine?

S: Aaa...yes...um...from the commas...aa...I can understand the meaning of the word nicotine...umm...I think this way is really good in my opinion.

I: So knowing some grammatical features can help you to guess the meaning of the new vocabulary?

S: Yeah exactly...yes.

I: Nice brother...um...as a student do you make use of the pictures that come with the vocabulary lessons in your textbooks to guess the meaning of the new vocabulary in those lessons? Why or why not?

S: Yeah...aa...it is really very good and beneficial...um...for example the word 'punch'...aa...so if I don't know the meaning of this word and see a picture...um... I can guess its meaning based on the picture...um...I mean at least I can understand the meaning of this word because the picture refers to something about hitting...um...in my opinion...aa...this way...aa...I mean to guess the meaning through a picture is considered a very good way...um...actually this way helps me a lot to understand the meaning around 95% approximately.

I: OK...brother...good...aa...I will give you this picture and I'd like to give me the meaning of the word 'trashbin' based on your understating of the picture...ok.

S: Yeah...I understand it...um...it is about something to throw away.

I: Nice!!...brother...do you have an idea about the roots, suffixes and prefixes in English? I mean...um...do you think they can assist you to guess the meaning of many new words?

S: Aaa...yeah... um...I know that through my previous learning and I still remember some of them.

I: OK...for example the word 'hopeless'...um...so if you know the meaning of the suffix 'less'...aa....does it make sense to you?

S: Yeah...of course....um...because if I don't know the meaning of the suffix 'less'....aa... I will see this word 'hopeless' as a strange or a new word...um...but if I know the meaning of the suffix 'less'...umm...it will help me to understand the word 'hope' or at least it makes the meaning very closing.

I: Do you prefer using a dictionary to get the form of a new word?...aa...I mean its spelling and pronunciation? Why

S: A dictionary...um...of course...yeah... I prefer to use it...um...yes...of course...umm...this way is my favorite way and I have used it for long time...aa...also I use the dictionary to check the spelling of the new word and how can it be pronounced...umm...so I have used to use this way ...aa... it is good and beneficial.

I: Ok...Do you apply verbal/written repetition to practice the pronunciation and the spelling of the new word? Why?

S: Yeah...aa...it is good...um...I mean if I repeat the word many times and keep repeating it...aa...it is really beneficial...um...because I may do a mistake in learning the new word at first time...aa...but I do the way of repetition...um...it will help me to learn the word correctly...aa... I think doing this way is very good.

I: OK...but how do you do if you like to understand the meaning of the new vocabulary?

S: Aaa...for understanding the meaning...um...normally I have to check a dictionary.

I: OK...good...um...do you have an idea about using a monolingual dictionary to get the meaning of a new word?

S: Yeah...aa...I have used to use the Oxford English dictionary...um...because it is really helpful and I can understand the meaning in English...um...also I can find the meaning of many words which I look for...aa...I mean not like the English-Arabic dictionary.

I: Ok...so can we say that using a monolingual dictionary helps learners to expand their vocabs ...aa...in other words, we can get a lot of new words through searching for the exact meaning.

S: Of course!!!...that's right...um...and learners can make use of that more than using an English-Arabic dictionary.

I: Right!!!...um...but do you make use of the icons and pictures in those dictionaries...I mean the monolingual dictionaries to learn the meaning of the new word?

S: Aaa...well...um...actually for me I don't like to use pictures...um...but this strategy is really good...aa...it helps me a lot to understand the meaning of the new vocabulary...um...but in my opinion... I prefer to use this way particularly for kids.

I: If you have already learnt a new word, so how do you consolidate its form (spelling, pronunciation...etc.) and meaning in your memory?

S: Um...usually...aa...if I face a new word and I like to learn it....aa...I directly write it in a small notebook and write also its meaning...umm...and when I have free time...aa...I can revise that notebook and reading all the words which I have written many times...umm...this way helps me to consolidate the word from time to time.

I: So what about connecting the new word with other words to be in groups....aa...Does this way assist you to consolidate the form and meaning of the new word in your memory?

S: Of course!!!...aa....and this way also is very good...um...sometimes I connect the new words and try to link them with something helps me to consolidate the meaning...um...so I can remember the new words directly.

I: Nice brother...um...we call this way as 'grouping words strategy'.

S: Yeah...it is really good and helpful.

I: Apart from that brother....aa...some students believe that 'imaging or drawing' the meaning of the new word is a helpful strategy to consolidate the meaning in their memories, do you agree?

S: Yes...of course!!!...aa...I like this way...umm...that to connect a word with a picture or an image...aa...I mean...aa I try to connect the word with something helps me to remember it...um...so I usually give a name in my mind for the picture which it refers to the word ...um...so I can remember it once I need to use it and so on.

I: Ok...good brother...Do you apply verbal/written repetition? Why or why not?

S: Yeah...um... the way of repetition is very practical and beneficial in consolidating the meaning in my memory...aa....but I think the written repetition is more helpful in terms of consolidating the form of the word...aa... I mean to consolidate its spelling in opposite of the verbal repetition.

I: In your opinion, if you have learnt a new word, how do you use it?

S: Well...aa...I think the best way is to use the new words in my conversation...aa...and talking with others and...aa...also to use the new words in my writing

I: Lastly brother, what do you think about connecting the new words to already known words by using them in chunks and collocations?

S: Um...yeah...this way is very good....aa...because if I connect the new word with its collocation...um...so it will help me easily and quickly to use the new word

I: For example 'save-time' 'catch the bus'

S: Yeah...it is really good.

I: Thank you very much brother Ahmad....aa...may I know if you have anything else like to add or comment?

S: Welcome teacher Ayman...it is ok.

I: Thank you.



Appendix J

Interview Sample Questions: (Teacher)

Research Title: Vocabulary Learning Strategies Employed by Secondary Students at Saudi School Malaysia

1. How many hours per a week do you teach English for secondary students at Saudi school Malaysia? Do you think it is enough? Why?
2. Do you think that your students like studying English vocabulary? Why?
3. In your opinion, why do they study English vocabulary?
4. Do you think that English vocabulary is difficult to learn?
5. Do you think it is worth spending class time on the teaching of vocabulary or do you prefer other aspects, such as grammar?
6. In your opinion, what are the best strategies to teach vocabulary for your students at Saudi School Malaysia? Why?
7. Do you think the way you teach vocabulary is good and effective?
8. Do you think that the way you teach vocabulary meets your students' expectations?
9. In your opinion, what is the role of the teacher?
10. Do you think learning strategies should be taught during English lessons or not?
11. In your opinion, what are the particular factors that affect your student in learning vocabulary?

12. What do your students do to guess the new words?
13. Are they using a dictionary to understand the form (spelling and pronunciation) of the new word?
14. Do they use the strategy of repetition to learn the form of the new word?
15. What do you think of using a monolingual dictionary to understand the meaning of the new word? Is it helpful for your students?
16. Do your students make use of pictures in their textbooks to understand the meaning of the new word?
17. Once your students have learnt the new vocabulary, from your experience, what is the best strategy to consolidate the form and meaning of the new words in their memory? Why?
18. In your opinion, teaching the new word with all its possible collocations, is it a good strategy? Why?
19. Thank you very much teacher Ibrahim for all your kind help and dealing, may I know if there is anything else you like to add/comment/share?

Appendix K

Interview Sample Transcription: (Teacher)

Date: 26/4/2016

Time: 10 a.m.

Duration: 45 mins.

Teacher: Ibrahim

Venue: Saudi School Malaysia (SSM)

I: Ok...brother Ibrahim...aa...this study deals with vocabulary learning strategies employed by secondary students at Saudi School Malaysia...aa...so in this interview...um... may I share your experience...aa...you know teacher Ibrahim...I have to go in depth with this study...um...so this interview will help me a lot to understand such particular objectives of this study....ok teacher Ibrahim at the beginning...aa...may I know how many hours per a week do you teach English for secondary students?

T: Ok...um...you are talking about the secondary students.

I: Yeah...

T: Yes...um...actually 3 hours per a week.

I: Per a week...!!

T: Yeah.

I: Yeah...um...so what about...aa...I mean how many classes do the third secondary students have per a week?

T: Ahaa...for the secondary stage...aa...I give them 4-classes and every class is around 45-mins and sometimes I add and take some classes from my colleagues...um...so 3-hours per a week.

I: Do you think, it is enough for the students to understand and deal with all the lessons in their textbooks?

T: Umm...I think 3-hours per a week is not enough...aa... actually I need around 5-hours per a week

I: Ok...brother...from your opinion do you think your students like studying English vocabulary? Why?

T: Actually...aa...if the students want to talk, listen and write...aa...they have to use vocabularyum...if they don't have many vocabs...um...they will face difficulties and challenges and sometimes they face problems also in writing, speaking and even in listening...um...so students need vocabs to understand what they want to do.

I: Ahaa...ok brother...do you think they like studying vocabulary?

T: In my opinion...aa... students don't like studying vocabulary...um...because it is difficult to memorize the new words daily...you know...aa...every day we have new words, and the students need to memorize many new words in their textbooks...aa...I mean they have to do a great effort for this.

I: So, in other words, students think that vocabulary learning is difficult.

T: Yes...yes...

I: OK...brother...aa...if the students have recognized that vocabulary learning helps them to be skilled in all language skills...um.....do you think knowing that will change their ideas towards vocabulary learning...aa... I mean to focus more on vocabulary learning?

T: Maybe...yes...aa...if the students change their strategies and their learning...um... may be they will improve their level of vocabulary learning and expand their vocabs also.

I: Because brother...aa...for example, when I'm student...um...I understand that learning grammar is more important than learning vocabulary...um...so may be some students think like that ...aa... I mean may students think that to focus on reading and writing skills are more important than to focus more on vocabulary learning.

T: Well...aa...actually if students want to read and write in a good way...aa...they have to expand their vocabs...um...because sometimes you need to use new vocabs and you don't know the meaning...um...so this makes such problems for the students and they will be disappointed...um... because they don't understand the context or all the words in the context...aa...so students need to understand and expand their vocabs...um...need to learn everyday a new word because in my opinion...aa... to focus more on vocabulary learning is more important than grammar.

I: So...teacher Ibrahim...aa... do you think it is worth spending class time on vocabulary teaching or do you prefer other aspects as grammar?

T: You mean...aa...one class just for learning vocabs?

I: In mean in general, do you prefer in every class to spend more time on vocabulary teaching?

T: Aaa...actually...brother I like to spend more time on vocabs...um...but this is mostly for the primary levels, I mean for the 4th and 5th grades, but you know brother the syllabus for the secondary level doesn't give me this chance...aa...because the syllabus in each new lesson deals with 3 or 4 highlighted words with yellow colors...um...and there is only one vocabulary strategy...aa...I mean the strategy of 'guessing'...um...so it is limited and the students will deal with this strategy only all the year...um...I mean...aa....I can't use more strategies because I have to follow the syllabus...um...so students use this strategy through a context...aa...and using the context to guess the meaning in my opinion is good but not enough...um...not enough.

I: Yeah...teacher Ibrahim...um...but from your experience, what is the best strategy to teach vocabulary for your students at Saudi School Malaysia?

T: In my opinion...aa... the best strategy is the situations, conversations, real conversations and situations...aa...I mean if you put the students in a situation with native speakers of English...aa.. they will learn more vocabs and they will be interactive and active....um....but if you know, if the students use the normal strategy every day and every class...um...they will be bored and they will be...you know...aa... their vocabs will be decreased.

I: Thanks so much brother...aa...may I know...does the syllabus assist students to expand their vocabs?

T: Aaa...yeah brother if you are talking about the syllabus...um...it is effective yes... because the syllabus is made for high level students...aa...but actually students' level don't reach that level of the syllabus...aa...so I face a problem...aa...you have a high syllabus level and the students don't understand that...um...I mean...aa...they can't understand the advanced words in their textbooks...aa...so in my opinion...aa...we need to use more vocabulary learning strategies because the situation, you know...um...force me to do that...um...sometimes I have to use videos to teach the students new vocabs and expressions, you know sometimes I have to use programs...aa...films and also pictures.

I: Yeah, you are right...aa...because when I have discussed the students...aa... I mean the focus group discussions and also from the interviews...um...I found that many students like to expand their learning vocabulary through YouTube and videos...um they also prefer images and pictures.

T: Yeah...brother...um...you mean the visual aids

I: Yeah...also I give the students a small test...aa...for example some pictures which refer to new words...um...actually some students don't understand the meaning of the new words...um... but when they see the pictures...aa... they directly know the meaning.

T: Yeah...brother...aa...actually one of the new vocabulary strategies used over the world that teaching vocabs should be done through visual aids because the students when look at the pictures and listen...um... they will try to use the new vocabulary...aa.. and they will learn more and more words, but in our syllabus you know...aa...just dealing with 18 years old students...aa...so the teacher should teach and use the vocabulary strategies and try to make students involve in a situation...aa...in real situations to improve their vocabs.

I: But brother....aa... do you think that your vocabulary teaching...I mean dos it meet your students expectations?

T: In my opinion...aa...vocabulary teaching by only the strategy of guessing is not enough.

I: Aaa...because one of the effective strategies in learning vocabulary is to guess the meaning through a context or pictures.

T: Of course!!!...yeah...aa...I know brother...aa...but when I use this strategy all the year...um...it is not enough...aa...because students need to master other vocabulary learning strategies in order to understand and deal with any new word.

I: Because, based on the meeting with students...aa... I mean according to their interviews and discussions, I have tried to teach them some particular strategies in learning new vocabulary in order to help them later to be self-directed learners.

T: Yeah...brother Ayman...aa....you are right.

I: Ok...teacher Ibrahim...from your point of view what is the role of the teacher in a classroom?

T: Umm...I think... in terms of vocabulary learning...aa.. the teacher should use more strategies and gives the students...aaa...I mean the chance to master the new words...um... but you know the syllabus is very jammed... and the teacher must be more quickly...um...because if he spends more time on vocabs...aa... this will affect other skills such as grammar, reading, listening, and vocabs also....generally...aa.. I think the teacher needs to give more time on teaching vocabulary for his students.

I: So you believe of the importance of teaching vocabulary learning strategies for your students?

T: Absolutely!!!...aa... learning new strategies assist students to master the new words...yeah.

I: Do you think...aa...teacher Ibrahim... this is should be done in the class or outside the classroom?

T: Maybe both, inside and outside the class.

I: Umm...because one of the advantages of learning strategies is that to make the students more confident and also to be more independent learners...aa...so they can learn any new word without any help from others.

T: Aaa...in my opinion, if the students make effort to get the knowledge, they will never forget the wordsI mean if students make effort to get and learn the new words...um...but you know...aa...they learn the vocabs in normal and easy way,...so I think they will forget the vocabs quickly.

I: So, from your observing...aa...what do students normally do when they face a new word?

T: Actually...aa... they just understand the word and they are not doing anything...um... I have tried to make them to put the words in sentences...um... and some students are doing this, and others don't.

I: But, do the students ask you about the meaning....um...teacher what is the meaning of this blalblala...

T: Actually...aa...they rarely ask me about the meaning of the new words and also their using.

I: That is mean... aa...the students directly learn the meaning of the new words by themselves.

T: I think...aa...in their age... they should do this...um... In other words, the teacher is just a monitor and gives them just advices and the teacher should let the students depend on themselves and the syllabus is made for this.

I: But, when the students face a new word, do they ask their friends or what they do to get the meaning of the new words?

T: Maybe, they ask their friends.

I: Yeah...um...but normally what the students do?

T: Actually, some students are shy to ask the teacher...um...maybe they ask their friends, or maybe they are using a dictionary.

I: But, they don't ask you for help.

T: Some students ask for this.

I: OK....teacher Ibrahim, you know, there are some aspects that affect vocabulary learning...um... from your experience, what are the particular aspects that effect on their vocabulary learning strategies?

T: Well...aaa...I think the using of visual aids if we have time...um... this is good and also if the students get involved with native speakers...aa... they will ask about the new vocabs if they don't know anything from the native speakers...aaa they will ask about this and they will be more interested in learning vocabs...um.. but the negative thing...aa... we don't have time to do this and the syllabus is a very high-level...um... I mean an advanced level and the students are not advanced-level...aaa...yeah, some of them are advanced, but the majority of them are not advanced....um...so they face a problem here, I mean face a problem to get these difficult vocabs and they are trying to get this knowledge...um...but you know they are facing a problem...aa...maybe they are shy...may they don't like to bother the teacher....aa...sometimes like this.

I: Ok...Teacher Ibrahim...in your opinion what are the major factors that push your students to learn vocabs?

T: I think...aa... motivation is good for students, because when I motivate them...um...they will be more knowledgeable to understand and master many new words...aa... I think, motivation is really a good factor to make a force for their personality to learn vocabulary.

I: OK....since the students study at Saudi School Malaysia, so what about the environment?

T: Actually...aaa... the environment is good for students at Saudi school Malaysia because it helps them to practice English all the year...aa... and some students don't have problems with practicing and speaking with the locals here...um...but some students like to practice English with their colleagues and friends.

I: Yeah... teacher Ibrahim...um...from the interviews and discussions with the students...um...I found that most of them agree that environment plays a considerable role here in Malaysia.

T: Yeah...aa...it is a good factor.

I: Ok...brother what do students do when encounter new words?

T: Actually...um... normally we discuss the paragraphs with each other...aa...and there are per-questions for each paragraph...um...so students normally look at the context and then try to guess the meaning of the new vocabulary and there are options....I mean choices for the meanings....um...for example...we have questions in every reading class and we have questions for this...um...I mean special questions for guessing strategies...um... so students will be asked to read the new words and they look at the line (the question mentions a line which refers to the new vocabulary) such as, the word 'bulk' line 22...ok...aa...so the students will be asked to look at the new word and what its function and they have at least 3 options...I mean 3-words to choose the answer.

I: Ok...do your students use a dictionary to check the spelling...aa...I mean to know the form of the new word such as its spelling and pronunciation?

T: Yes...yes...of course....aa...they are using a dictionary for the spelling and for how to pronounce the new word.

I: So....aa...the students do that strategy?

T: Yeah...but not all of them.

I: Ok...um...brother, may I know if your students practice the strategy of repetition in order to learn the spelling or the pronunciation of the new word?

T: I think...um... repetition for high-level students is not appropriate...um... it is good but for low-level students is so effective, but you know as for 18 years old-students not good to repeat...aa...and they don't like this way.

I: Actually....teacher Ibrahim...um... what I mean is that the strategy of repetition...I mean to be done by the students themselves alone not inside the class.

T: Ohh!!!...you mean not inside the class...ahaha....maybe yes...repeating is a good strategy...alone...yes.

I: The strategy of repetition is to repeat with yourself to get the form of the new word.

T: Yeah...yeah...aa...repetition is a good strategy.

I: Yeah...teacher Ibrahim...aa...according to the interviews and discussions, most students agree that repetition is a good strategy to learn the new vocabulary.

T: Yes...maybe alone...um... but inside the class...um...I do face a problem with this because I have tried to do this, but some students repeat and some feel that...umm... this is for kids not for them.

I: Ok...brother, regarding the using of monolingual dictionaries, do you think the using of that to understand the meaning of the new word...aa... is it helpful for your students?

T: Actually...um... it is a good strategy, but you know, sometimes you have multi-meanings for one word, and you see if you open a dictionary for a specific word...um... you will find 3 or 4 meanings, so how the students will understand the meaning of the new vocabulary...um... do you expect that students will memorize all the meanings...um... you will face a problem here because they will be confused...aa...so through the context and through guessing strategies, the students can understand and know what is exactly the function of the word and exactly its meaning.

I: But according to the student's textbook...I mean does it give one meaning for the new word or several meanings?

T: No...no... just one meaning.

I: Ok...teacher Ibrahim...normally there are many pictures in their textbooks

T: Yeah...yes.

I: Ok...do you think that your students can make use of pictures to understand the meaning of the new words?

T: Of course...yes...um... we first discuss the pictures in a lesson with the students because the pictures refer to the meaning implicitly not explicitly

I: So... um...this is considered as a first step...aa...I mean discussing the pictures in a lesson will help students to have a background about the new words ...um...so they can later understand their meanings also.

T: Yeah...aa...of course...when we discuss the pictures...aa...we discuss the paragraphs as a whole and then ask some questions in order to introduce the general ideas...um...and search for the gestures...um... you know...aaa... so the students will get an idea about what they will deal with and what are the new words you are talking about.

I: Ok... brother...nice...I think teacher Ibrahim... one of the challenging issues in vocabulary learning... you know...aa...it is forgetting the words quickly.

T: Yeah, right...yes.

I: From your experience, what is the best strategy to consolidate the word form and meaning in your students' memory?

T: Brother...aa... actually...um.. it depends on the students' abilities...um... but if you're asking me about my opinion...I think the best strategy is by writing...aa...writing a sentence for example... writing an article and use the new words in the article...um...so students will never forget the new words quickly...because I have tried and used this way when I was in their ages...um...actually it was a very effective and proficient strategy.

I: Because, brother... you know...aa...writing the new words help students to get the spelling...aa...pronunciation...um...so they can consolidate the form of the new vocabulary in their memory easily and strongly also.

T: Yeah...brother...so...um... students can master the new word...um...they can fully master the new vocabulary...

I: Ok... you know teacher Ibrahim from your opinion...aa...what about teaching the vocabulary with all its possible collocations...aaa... I mean...aa... dose applying this strategy will help to use the new words?

T: Yes... of course...aa...because you know...English language depends on collocations a lot...aa...and if you connect a new word to another word...um...it will be an easy way to understand, memorize, and also to use the new word.

I: Aaa...Ok...teacher Ibrahim...but how can the students know the possible collocations of the new words?

T: Yeah...um... by giving examples...umm...we have in the students' textbooks... I mean there are many examples about this function...aa...so the students will be given some examples of such words with their collocations and they have to read the examples and there are per-questions...aa...so students try to apply the collocations of the new words in a new context.

I: Ahaa...but...teacher Ibrahim...do you think that using collocations are a good strategy in vocabulary learning?

T: Yeah... yes, it is a very effective way.

I: Thanks so much brother Ibrahim for all your kind dealing, help and cooperation

I: Lastly, brother...aa...may I know, if you have anything else like to add or comment or share?

T: Actually...um...I want to add just one thing that learning vocabulary is considered an important skill in English...aa...because if you don't know the meaning of the words...aa...so how can you write...listen...um...I mean you can't use or write any sentence in a good grammar or something like that...aa...because all skills in any language depend first on vocabulary...um.., and based on that...aa.. when I teach the students in the low-level or the beginners...um...I teach them vocabs without grammar...just words...just vocabs because you know...aa.. I start to ask them to form a sentence or to form a phrase and gradually...um...I will teach them other language skills as....aa...listening, reading, writing and grammar, so the first thing is just vocabs.

I: Thank you very much teacher Ibrahim again.

T: Thank you.

Appendix L

Focus Group Interview Sample Questions

Research Title: Vocabulary Learning Strategies Employed by Secondary Students at Saudi School Malaysia (SSM)

Focus Group Interview Sample Questions (Focus Group Discussion)

1. Why do you focus on learning vocabulary? In other words, in learning English, is it important to expand our vocabulary learning? Why?
2. How do you learn vocabulary? In other words, what is your personal experience/strategy in learning new words?
3. What are the aspects that help/push you to learn new vocabulary?
4. How do you know/guess the meaning of the new words?
5. What do you think about using a dictionary to get the form of the new word?
6. What is your opinion about using the strategy of ‘repetition’ (spoken/written repetition) to practice pronunciation and the spelling of the new word?
7. What do think of using a monolingual dictionary to understand the meaning of the new word?
8. Do you make use of the pictures in your English textbooks to know the meaning of the new words? (The interviewer shows some pictures have been taken from their textbooks to see how those groups of students will deal with them).
9. How do you consolidate the form and meaning of the new words in your memory?

10. What do you think about connecting the new word with a known word in order to use it?

11. Do you make use of using the new word with all its possible collocations? Why? (The interviewer shows to the students a sample of the word ‘business’ with all its possible collocations).

12. Do you have any comments that you would like to add?



Appendix M

Focus Group Sample Transcription

Date: 2/5/2016 (Monday)

Duration: 45 Minutes

Participants: III Year Secondary Students at Saudi School Malaysia (SSM)

Interviewer: Welcome to this discussion about vocabulary learning strategies. This discussion will be confidential and nobody is going to listen to our discussion and I will just make use of it for the research purposes. Okay!...aa...I have some questions to ask and everybody can participate to answer each question. All opinions are welcomed and there is no particular answer to any of the questions. You can comment on the answers or opinions of your friends even. So I am interested to listen to your opinions about vocabulary learning and the strategies you apply in learning new vocabulary. Ok!...umm...we can start our discussion from left to right. Or even the moment you feel you have something to say...aa... you can give it immediately. I will throw a question and you may give your opinion. You have been secondary students for almost 2 years. My first question is...um...why do you focus on learning vocabulary? In other words, in learning English, is it important to expand our vocabulary learning? Why?

S1: Yes...Of course!...um...because if you don't have vocabs...um...you can't communicate with people in the society you live in...aa...except if you live in your mother-tongue language...umm...I mean if you live in your country.

S2: Yeah...aa...it is important because you need to improve your language...umm...that's by vocabulary and also...aa...it is important for communication with others.

S3: Actually...um...it is very important...aa...because you can't speak or talk with anyone without vocabs.

S4: Aaa...I think, It's important because words can help you when you want to speak with anyone.

S5: Yeah...aa...because when you have more and more words...umm. it will help you to speak with others...aa...I mean they are connected together and vice versa.

S6: Of course...! aa...because vocabulary helps in mastering all different English skills.....um...I mean language proficiency depends strongly on your vocabulary level.

S7: Um...we need to learn new words...aa...for example in reading lesson...aa...in order to understand what we are reading...um... so vocabs are important and we should focus on that first

Interviewer: Ok!...so based on our discussion for the first question...aa...we can say that to focus more on vocabulary learning is really important because all your English skills depend basically on your vocabulary level.

Interviewer: Ok!....let us go to the second question...how do you learn vocabulary?...aa...in other words, what is your personal experience and strategy in learning new words?

S1: Aaa...I learn vocabs by watching 'YouTube'...um...and also some movies...so, I can learn and understand the new words at the same time and...aa...actually...by doing this way...um...from time to time...aa.. I expand my vocabs and also know how to use them.

S2: Yes...for me...aa...by reading the newspapers...um...because I have to know the news daily...aa...in other words, I can get 2 things that to know the news and at the same time learning the new vocabs daily from the news.

S3: Actually...aa...I have used to watch media such as T.V...aa...and reading books also.

S4: Yeah...um...mostly by reading books...

S5: Um...normally I am interested in learning the new words through newspapers.

S6: Aaa...by practicing the language...um...I mean when I go outside with my friends and hear some new English words from them...aa...so I would ask them about the meaning of such new words...and so on...aa...in other words, I learn the new words usually from my friends when they talk with others.

S7: Yeah...aa...through watching some movies...um...so I can hear some new words and when I think...um...they are important...aa...so, I try to look for their meanings and translation...aa...and also I learn vocabulary by looking at pictures outside in a road for example.

S8: For me...aa...I learn many new words through watching movies or by see a sign explains the meaning...um...I mean I like to practice learning the new word physically as the word 'run'...aa...for example, a teacher runs a little bit in the class...um...so students know from the teacher's movement the meaning of the word 'run'...aa...and so on.

Interviewer: What are the aspects that help or push you to learn new vocabulary?

S1: Aaa...for me the environment helps me very strongly to look for new words regularly.

S2: Actually,...aa...communication with people makes me interested in learning more new words...um...because I need to communicate with others and friends.

S3: Um...when I feel with myself that I don't have enough vocabs to talk with friends or speak with others...aa...because of the less words that I have.

S4: Yeah...aa...when I'm planning to study at one of the universities outside...um...because I need to expand my vocabs...um.. I mean in order to be able to reach the level of a university student...aa.. and also it helps me a lot to deal with new books...etc.

S5: I usually watch T.V...um...and some movies...aa...so normally I face new words which I don't know...um...so it makes me interested to know their meanings

S6: Aaa....through watching videos and social media generally...aa...I mean..um... I prefer to see that in learning new vocabs because they help me to understand the new words very well and at the same time not to forget their meanings.

Interviewer: Based on our previous presentation regarding the strategies of vocabulary learning..um...how do you know/guess the meaning of the new words?

S1: Yeah...aa...I can guess the meaning based on a picture.

S2: For me...aa.. I can know and guess the meaning of the new word based on a context.

S3: The same as what Ali (S2) has been said that by looking at the context.

S4: Aaa...I can guess the meaning of the new word through a picture, context and watch a video

S5: Yes,...aa...through a context with its picture or video.

S6: Actually,...aa...I have to look at the sentence which contains the new word and then look at the context again.

Interviewer: OK!...good...what do you think about using a dictionary to get the form of the new word?

S1: Of course!...aa... it is excellent.

S2: Yeah...um...it is very helpful...um...because it will help me to know the meaning of the new word first as well as it helps me to understand it's spelling and pronunciation.

S3: Yes, ...aa...it is beneficial and the same as what Naser (S2) has been said

S4: Um...It is really very helpful.

S5: Of course!... It is helpful and particularly the electronic dictionaries or the google translator.

S6: Aaa...It is a very good strategy to understand the word's spelling and pronunciation.

Interviewer: What is your opinion about using the strategy of 'repetition' (spoken/written repetition) to practice pronunciation and the spelling of the new word?

S1: Yeah...aa...it is very important because it will help me to consolidate the new word in my memory.

S2: Um... It is very beneficial...aa...because it will help me to memorize the new word.

S3: Yes...aa...It is really good...aa...especially for beginners because it will help them to memorize the new word and knowing its spelling and pronunciation

S4: The same as what Khaled (S3) has been said

S5: The same as what Khaled (S3) has been said

S6: The same as what Khaled (S3) has been said

Interviewer: OK!...nice...what do think of using a monolingual dictionary to know the meaning of the new word?

S1: Yeah...aa...I think it is the best than using a bilingual dictionary.

S2: Of course!!...aa...it is very good.

S3: Um...I think...it is the best way to know and understand the meaning of the new word.

S4: Yeah...um...it is more helpful than using a bilingual dictionary...umm...because the monolingual dictionary helps in understanding the meaning of the new word more than memorizing it...aa...so as a result...aa...it will help me to consolidate the meaning in my memory for long time...aa...but the bilingual dictionary makes me just focusing more on how to memorize the word more than understanding its meaning...um...so I will forget its meaning after a period of time.

S5: Yeah...aa...it is very beneficial...um...I mean...aa... it will help me to expand my vocabs and learn many related new words at the same time.

Interviewer: Do you make use of pictures in your textbooks to understand the meaning of the new words?...(The interviewer shows some pictures have been taken from their textbooks to see how those groups of students will deal with them).

S1: Of course!...yes...aa...based on the pictures...um...I can guess and understand the meaning.

S2: Yeah...aa...it is very helpful...aa...from the pictures directly...um...I can guess the meaning ...aa...it is the easiest way.

S3: Of course!!...it is very beneficial...um...because it is direct and practical and it explains the meaning of the word very quickly.

S4: The same as what Ahmad (S3) has been said

S5: Yeah... aa...of course!!...it is really beneficial and it helps me to understand the meaning of the new words very quickly as well as a picture makes me not forget the meaning for long time because its image links directly with my memory...aa...so I can understand the meaning of the words if they connect with pictures.

S6: Yes...aa...the same as what my colleague Fahed (S5) has been said.

Interviewer: OK!!...very good brothers...may I know how do you consolidate the form and meaning of the new words in your memory?

S1: Actually...aa...for me by doing the strategy of repetition...um...I repeat and write the new word many times

S2: Umm...the same as what Fasial (S1) has been said.

S3: Yeah...aa...I try to put the new word in a sentence and use it.

S4: Aaa...I try to use the new words in my speaking and dealing with others.

S5: Umm...to see a picture...aa...or an image...aa...or a video helps in explaining the picture

S6: Yes...aa...I try to listen more than one time to the new words and try to use them in my writing.

S7: Aaa...I write the new word many times...um...and then try to use it in different sentences.

S8: Actually...um... by practicing the new word many times...aa...I mean...um...I use the new words in my writing and speaking with others.

Interviewer: Nice!!!...what do you think about connecting the new word with a known word in order to use it?

S1: Yes...it is good...aa.. for example...um...for example...aa...I know the word 'smart', so I connect it with the new word 'clever'...aa...so now the new word is saved in my memory for long time 'smart-clever'.

S2: Yeah...Of course!...um...it is a very beneficial way in using the new vocabs.

S3: I think...aa.. it is helpful...um...such as...aa...'save-time'...I mean sometimes, there are some words come with familiar words...um...so it is really good to use this strategy.

S4: Of course...!aa... It is beneficial...um...I mean to connect the new word with a previous word that I know...aa...so I can make use of using this strategy in two things...um...that by using the new word and to consolidate it in my memory.

S5: Yeah...um...the same as what my colleagues have been said.

Interviewer: Good brother....aa....the last question in our discussion...um...do you make use of using the new word with all its possible collocations? Why?.. (The interviewer shows to the students a sample of the word 'business' with all its possible collocations as an example for the students).

S1: Yeah...it is good...aa...for me I like to listen to a native speaker in order to know how to use the new words with collocations ...aa...using this way is helpful.

S2: Aaa...I try to practice the new word directly in my conversation...um...I think using the new word with a collocation is beneficial and it helps in remembering the new word.

S3: Actually...um...using this way is good...aa...but it depends on the word itself...aa...I mean some words are easy or known with particular collocations...aa...such as 'take-off'.

S4: Yes...aa...normally...um... I ask someone about how to use the word which I have just learnt...um... and learning vocabs with collocations are helpful and make their using easy.

S5: Yeah...aa.. Usually.. I try to put the new word in a sentence...um...and using it with a collocation helps to know both...aa...I mean to know how to use and memorize them together.

Interviewer: OK...brother...do you have any comments that you would like to add?

S1: Aaa...actually, watching cartoons...um...movies and T.V...aa...they all help so much in learning new vocabs...um...I'm really learning English by doing this way...aa...I mean through media.

S2: Yeah...aa.. I think learning new words through media is a very good way...um... because it is enjoyable, easy and clear as well as it is direct ...etc....aa...I mean I can learn more and more new words through watching my favourite channels and programs in English language.

S3: Well...um...for me, I think...aa...sharing people who speak English very well is considered an effective aspect to expand my vocabulary level.

S4: Aaa...I think, in all situations...um...practicing English helps me generally to build and expand my level of vocabulary learning.

Interviewer: OK!... Any other things?

SS: No.

Interviewer: OK! Thank you. I really appreciate all your kind dealing and cooperation.



Appendix N

Vocabulary Level Test (VLT)

Dear secondary students at Saudi School Malaysia (SSM),

The present investigation (study) deals with vocabulary learning strategies (VLSs) among secondary students at SSM. Based on the presentation and teaching the vocabulary learning strategies in all 5-stages of vocabulary learning, this test (VLT) is just as a research tool, that is, basically to measure your vocabulary knowledge. Besides, the results of this test could be studied in accordance to those data elicited from the survey (vocabulary learning strategies questionnaire), classroom observations, interviews and focus group discussions later on. Briefly, this test is an equivalent version of Nation and Laufer's (1999) Levels Test which has been used by students across the world.

Instructions: There are 39 questions. Click "T" if a sentence is true. Click "N" if a sentence is not true. Click "X" if you do not understand the sentence.

Note: the results obtained from the test would not have any influence on your course marks, so feel relaxed and try to answer all the questions directly.

The first one has been answered for you.

T= True

N= Not true

X = I don't understand the question.

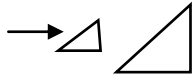
Example: **We cut time into minutes, hours, and days.**

T (☒)

N ()

X ()

1. This one is little. T (), N (), X ()



2. You can find these everywhere.

T (), N (), X ()



3. Some children call their mother Mama.
T (), N (), X ()

4. Show me the way to do it means 'show me
how to do it.' T (), N (), X ()

6. This can keep people away from your house.
T (), N (), X ()

5. This country is part of the world.

T (), N (), X ()



7. When something falls, it goes up.
T (), N (), X ()

8. Most children go to school at night.
T (), N (), X ()

9. It is easy for children to remain still.
T (), N (), X ()

10. One person can carry this.
T (), N (), X ()



11. A scene is part of a play.
T (), N (), X ()

12. People often think of their home, when
they are away from it. T (), N (), X ()

13. There is a mountain in every city.
T (), N (), X ()

14. Every month has the same number of days.
T (), N (), X ()

15. A chief is the youngest person in a group.
T (), N (), X ()

16. Black is a colour.
T (), N (), X ()

17. You can use a pen to make marks on
paper. T (), N (), X ()

18. A family always has at least two people.
T (), N (), X ()

19. You can go by road from London to New
York. T (), N (), X ()

20. Silver costs a lot of money.
T (), N (), X ()

21. This is a hill. T (), N (), X ()



22. This young person is a girl.
T (), N (), X ()



23. We can be sure that one day we will die.

24. A society is made up of people living

T (), N (), X ()

together. T (), N (), X ()

25. An example can help you understand.

T (), N (), X ()

26. Some books have pictures in them.

T (), N (), X ()

27. When some people attack other people, they try to hurt them. T (), N (), X ()

28. When something is ancient, it is very big.

T (), N (), X ()

29. Big ships can sail up a stream.

T (), N (), X ()

30. It is good to keep a promise.

T (), N (), X ()

31. People often dream when they are sleeping. T (), N (), X ()

32. This is a date - 10 o'clock.

T (), N (), X ()

33. When something is impossible, it is easy to do it. T (), N (), X ()

34. Milk is blue. T (), N (), X ()

35. A square has five sides.

T (), N (), X ()

36. Boats are made to travel on land.

T (), N (), X ()

37. Cars cannot pass each other on a wide road. T (), N (), X ()

38. When you look at something closely, you can see the details. T (), N (), X ()

39. This part is a handle. T (), N (), X ()



Test validation:

Laufer, B. & Nation, P. (1999), a vocabulary size test of controlled productive ability. *Language Testing*, 16(1), 33-51.

Issues in 1000-level testing:

Nation, P. (1993), Measuring readiness for simplified reading: A test of the first 1000 words of English. *RELC*, 31, 193-203.